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THE SPECTATOR

PHOTO BY JULIO MONTERROSO '10

Students staged a demonstration at the faculty meeting this past Tuesday, Nov. 3.

Faculty Meeting Serves as Forum for Student Activists

by Daniel Steinman '12
News Writer

Though it was not listed on the agenda, a student demonstration was the main order of business at this week's scheduled faculty meeting. On Tuesday, Nov. 3 in the Fillius Events Barn, a group of roughly two-dozen students voiced their dissatisfaction with how the College has addressed what they deem to be a series of offensive incidents over the past several years. Many of the students claimed that these episodes show how the campus is an unwelcoming and unsafe environment.

After Chair of the Faculty Gordon Jones announced that there was not enough voting faculty members present to conduct official business, the students began their demonstration. They presented anonymous personal accounts of times that students and alumni felt unsafe or disrespected by their peers. These accounts were solicited and collected through e-mail over the course of the five days before the faculty meeting.

Stories included students at a party calling a peer a "faggot," a professor asking a bilingual student whether English was the student's first language, and male students yelling suggestive remarks at female students.

President Joan Hinde Stewart said, "The incidents they recounted were very disturbing." She stressed that she wants all Hamilton students "to feel safe, protected, and educated."

Amy Tannenbaum '10 took part in organizing the demonstration and spoke at the meeting. She explained her concern that the students who recounted these negative experiences often "feel they have no support" on campus.

Much of the conversation was focused on a recent confrontation between two students in the library, which the demonstrators cited as the latest example of what they view as a pattern of disrespect among peers at Hamilton.

On Wednesday, Oct. 21, Hannah Roth '11 was talking on her cell phone in Burke Library. In response, another student threw his wallet in her direction, which made a loud sound when it hit the wall near her.

Roth believed that the other student intended for the object to hit her. She said that no one asked her to stop talking on the phone before the wallet was thrown towards her.

The student who threw the wallet spoke to *The Spectator* but

*see **Faculty Meeting**, page 2*

Hamilton Hit by H1N1 Outbreak

by Eloise Walter '11
News Writer
and Thomas Yarnell '10
News Editor

The swine flu hit Hamilton on Monday, Oct. 26, when an influx of students showing flu-like symptoms filled every available time slot at the Thomas Brown Rudd Health Center. Every day since then, the Health Center has received calls from between 100 and 200 students experiencing flu-like symptoms.

Due to time and staffing constraints, the Health Center could only see up to 60 students per day. By Thursday, Oct. 29, about 10 to 20 percent of the student body was experiencing flu-like symptoms.

The rate of new reported cases has gone down significantly since then, and given that H1N1 symptoms generally last about four days, many students have already recovered. Still, the College expects a steady stream of cases for the rest of the year.

Hamilton is following the Centers for Disease Control's (CDC) guidelines concerning how to treat students with symptoms of H1N1, in addition to monitoring updates from the Oneida County Health Department and the New York State Department of Health (NYSDH).

Both Health Center staff and the Hamilton Emergency Response Team (HERT) have been meeting frequently to determine aspects such as what the College needs to provide in terms of housing, food and classes, and how to best keep the student body informed and updated.

In September, the College saw its first case of flu-like symptoms and quickly quarantined and tested the individual. Since then, because of the prevalence of the virus and its relatively mild symptoms, the CDC no longer advises isolation and testing for every case.

According to Director of Student Health Services Christine Merritt, the CDC must evaluate all H1N1 tests. The CDC is currently taking two specimens per county per month, most of them from already hospitalized patients.

The Health Center's new policy is based on an assessment of the symptomatic individual. Due to the Health Center's limited number of time slots, students with flu-like symptoms are only screened with a series of questions and treated accordingly.

Those with a fever lasting over three days will be given a physical exam and the Health Center pays special attention to students with already existing conditions or complications. Students with diabetes or asthma should contact the Health Center immediately should they start experiencing flu-like symptoms.

Students have been taking extra precautions to avoid getting sick, and those who have already contracted the illness

*see **Hamilton Still**, page 2*

College Focuses on Town-Gown Relationship

by Lindsay Getman '10
Production Editor

A small school in a small town, Hamilton is inextricably connected to Clinton. This is the first article in a three-part series that will explore the relationship between the College and the town in which it is located.

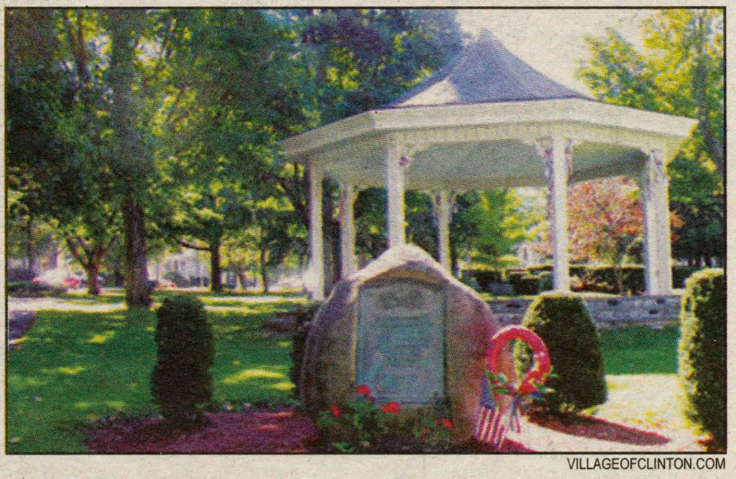
Though they say "good fences make good neighbors," members of the Hamilton College community have taken many steps to break down the barriers between students on the Hill and residents of the Village of Clinton. Fall Fest is one of the more celebrated events that serves to bring these groups together, but Hamilton has several other programs in place that fund local organizations as well as to bolster the economy.

In some instances, the College takes a direct economic approach. The Hamilton College Town-Gown Fund provides monetary support to non-profit organizations in the Town of Kirkland and Village of Clinton. Established in 2001 by several anonymous donors, this endowment fund has received donations from hundreds of people. It currently has about $950,000, an amount fast approaching the fund's $1 million goal.

The funds committee is made up of two College trustees, the Mayor of the Village of Clinton Robert G. Goering, School Superintendent Dr. Marie Wiles, several local businesspeople, a faculty member and is chaired by President of the College Joan Hinde Stewart. They meet twice a year to review grant proposals and decide on the amounts donated to various local organizations.

According to Mike Debraggio, executive director of communications, the "focus of the fund is on education, broadly defined." In the past, funds have been granted to the Clinton Central School District, the Kirkland Town Library, the Historical Society, St. Mary's School and the ABC Program. There is "also an emphasis on public safety," says Debraggio, and about ten percent of the available funds go to organizations like the Central Oneida County Volunteer Ambulance Corps (COCVAC), the Clinton Volunteer Fire Department, the Kirkland Police Department and the Clark Mills Volunteer Fire Department. In the years since

*see **Hill Card**, page 3*



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The gazebo is at the heart of the Village of Clinton.

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Hamilton Still Awaiting H1N1 Virus Vaccine

*from **Hamilton Hit**, page 1*

have taken extra care to isolate themselves from the greater campus community.

Suzannah Chatlos '10 came down with the flu last week, and she said she knew what to do when she got sick: call the Health Center for advice. They told her not attend class until she was fever and symptom free for 24 hours.

"I in no way felt pressure to attend classes anyway for fear of being penalized," Chatlos said concerning the Health Center's advice, "but I did feel self-induced pressure because I knew I had a lot of work to do and because I was *bored out of my mind* in my room."

Tom Williams '11 agreed: "I didn't feel any pressure to attend class [when I was sick]. My professors were all very understanding and either told me what work I had from class [or] what work I could do while sick."

Other students left campus for a few days to stay away from their friends who were getting sick as the virus spread all over campus. "I was home for five days [to avoid getting sick] and got both vaccines on the second day I was home," said a student with a preexisting condition. "They said it takes 10-14 days to become fully active in your system, but I came back because I did not want to miss more class."

The Health Center is stocked with reusable thermometers, facemasks and medicine packets, which are available to students. Those with a temperature above 100 degrees should not return to class until they have been fever-free for over 24 hours without medication.

In the meantime, the CDC recommends practicing self-isolation and social distancing (staying six feet away from all roommates and peers). Merritt said that the most important part of recovery is getting plenty of sleep and constant hydration.

To prevent more cases, the College has ordered enough doses of the H1N1 vaccine for every student (around 1,900). However, large amounts of the vaccine will not arrive in New York until mid-November, and the Health Center has no way of determining when exactly it will receive the vaccine, nor how many doses it will receive. It is possible that the Health Center could receive significantly fewer than 1,900 doses.

Hamilton was supposed to receive the vaccines last Thursday, but the CDC has not yet approved the order. The Health Center is contacting the NYSDH on a regular basis to check on the status of the order.

In the mean time, Dean of Students Nancy Thompson encourages students to practice good hygiene, such as frequent hand washing. There will be a seasonal (not H1N1) flu shot clinic today at the Health Center from 4 to 6 p.m. Doses will be administered on a first come first serve basis for a $15 fee that will be applied to students' tuition bills.

More information and updates can be found at http://www.hamilton.edu/SwineFlu

News Editor Russ Doubleday contributed reporting to this article.

PHOTO BY ERIN HOENER '10

In order for a faculty meeting to take place, a quorum of 52 voting faculty members must be present. Far fewer than this number were present this past Tuesday.

Faculty Meeting Demonstration

*from **Faculty Meeting**, page 1*

asked to remain anonymous.

He said that his action "was only meant to get her attention." He recalls Roth being disruptive to those studying around her and said that several people, including him, asked her to stop talking on the phone before he threw the wallet. The student, who said he apologized after the incident, described his response as an "overreaction," and said, "I was sincere in my apology."

A first-year student who witnessed the event and also wished to remain anonymous described Roth as "talking as if she was in her own living room." The first-year recounted that several people in the vicinity expressed obvious annoyance and that students were making direct eye contact with Roth to indicate their disapproval.

The witness did not recall anyone verbally asking her to stop until after the incident, at which point Roth continued her conversation on the phone. The witness emphasized that the second male student to approach Roth was polite when he asked that she turn off her phone, while Roth's account in her letter to the editor last week said that he was "yelling."

Roth filed a bias incident report in which she indicated that she was targeted because of her gender. Roth said that she did not talk to any authority figure on campus before filing the report on Hamilton's website.

"I was in such shock; I didn't know how to handle the situation," she said. "I just wanted them to know what happened. If I had to pick out of anything, I would say [his action] would be [classified as] aggression towards a woman."

At the faculty meeting, Roth expressed, "I have never felt so unsafe at Hamilton." The College responded to her report that the incident did not qualify as a "bias incident" and offered a mediated conversation between both students involved.

Tannenbaum told those present that, "We are confused about how to classify incidents," and said that the school should be clearer on the procedure for reporting incidents.

She also asked why many of the occurrences students reported over the last several years were not included in the tally of the school's annual crime statistics. She was referring to a report that Campus Safety released on Sept. 25 to fulfill requirements of the Clery Act, a federal law mandating that all colleges participating in federal financial aid programs must disclose information about crimes committed on or around their campuses.

Dean of Students Nancy Thompson responded, "Things that show up on our crime statistics are things that fit the definitions of crimes."

"I hope we can all agree that throwing a wallet at someone is assault," Tannenbaum said. Director of Campus Safety Francis Manfredo clarified that the action did not fit the legal definition of "assault," and said that it would most likely be classified as "disruptive behavior." Stewart added, "Everything is not acceptable just because it doesn't fit the definition of a crime."

In response to the claim that there are no ways to report incidents other than the bias incident report online, Thompson said, "I am not sure why people would think that. Campus safety, the library staff, RAs and anyone on the Dean of Students staff are all available to receive reports from students."

NESCAC NEWS

by Amanda Jordan '10
News Writer

Amherst College

On Sunday, Oct. 25, plaster from a partial ceiling collapse damaged historical artifacts and closed the Emily Dickinson Homestead museum in Amherst, MA. This museum was once the home of 19th century poet Emily Dickinson and has been open to the public since Amherst College purchased the Homestead in 1965. The plaster that fell was from a ceiling in the parlor area. Luckily, no one was in the room at the time, even though the museum was open for tours. Executive Director Jane Wald commented on Sunday that the cost of the damage would soon be determined and that the cause of the accident was under investigation. Amherst has managed both the Homestead and the Evergreens, the neighboring residence of Dickinson's heirs, as museums since 2003.

Wesleyan University

The Sustainable Endowment Institute's 2010 College Sustainability Report Card gave Wesleyan University an A- grade, which translates to Wesleyan being a very "green" university. Wesleyan was ranked 26 out of the 332 surveyed schools. All of the top 26 schools, which included Yale, Harvard and Brown, received A- grades. Wesleyan has been steadily improving its grade, with a C+ on the 2007 report card, a B in 2008 and a B+ in 2009. All surveyed schools were graded in nine equally weighted categories, including climate change and energy as well as administration and student involvement. In six of these categories, Wesleyan received A's, with B's in the other three categories. It is very difficult for universities to receive A's in so many areas. Lisa Chase, senior communications fellow for the Sustainable Endowments Institute, said that "the real demarcation tends to be how [universities] are handling their endowments. There are probably many schools that, if they were able to improve in those areas, they would probably be receiving A-'s." On this Report Card, Hamilton received a B-, which puts Hamilton's ranking second to last among the NESCAC schools, with only Trinity College behind.

Middlebury College

On Oct. 25, Middlebury College hosted the third annual Quidditch World Cup. Quidditch is a fictional sport first introduced in J.K. Rowling's *Harry Potter* novels. In the past few years, the "*Muggle*" version of the game has grown increasingly popular among college students. Alex Benepe, Middlebury alum and one of the game's founders, said, "Quidditch started [at Middlebury] about five years ago. It started with 30 students. We didn't have enough hula hoops. We played with garbage cans and we wore towels." Things have greatly changed since then. On Sunday, there were 21 colleges competing for the Intercollegiate Quidditch World Cup, with teams from as far away as Texas and Louisiana. The first World Cup was held in 2007, with only Vassar and Middlebury competing. On Sunday, Middlebury won the 2009 World Cup, with Emerson College in second, and Boston University in third.

Hill Card in Sixteen Shops

*from **College Focuses**, page 1*

its inception, the fund has made 57 grants totaling $236,000.

Another administration-led effort to improve the relationship between Hamilton students and the Village is the implementation of the Hill Card with local merchants. As incentive to accept the Hill Card at their businesses, the College waived the set-up and monthly maintenance fee to use the card readers for the first year of operation. Although the merchants still pay a transaction fee, this fee will be reduced as time goes on.

Debraggio describes the goal of the Hill Card pilot program, saying, "The idea is to increase student interaction with the village and to support the economy in the village." The Hill Card is currently accepted at ten local stores and eateries: Ali-Linz Home Accessories, Alteri's, CVS, Clinton Cider Mill, Dunkin Donuts, Krizia Martin, Mojo'z on the Green, Nick's NYPD, Subway and The Pizza Place.

In the month of October, there were around 650 transactions made, totaling about $8,000. Local merchants certainly saw an increase in business during Family Weekend, and the figures for the month of October indicate an almost doubling of the previous month's Hill Card usage off-campus. Although Debraggio says that, "the primary beneficiaries have been food places," other stores, such as CVS, have seen a lot of Hill Card traffic as well.

Based on the success of the program, Debraggio says the College may expand: "we [made] it available to the Village of Clinton first, and then, potentially, we might market it beyond Clinton to New Hartford."

Already, business owners in Clinton who did not join the pilot program have expressed an interest in accepting the Hill Card. Cathy Mosher, owner of College Street Café and Artist Studio, expects her card-reader to be up and running within a week. She decided to join the Hill Card program because she loves when students from the College visit, and she wanted to provide them with a "way that they would feel they could afford to come down." With a cozy atmosphere, open mic nights and free wi-fi, Mosher believes that her business is especially "geared for [College] students," and she is "excited" to participate in the program.

Other participating merchants who will soon be operational include Lil' Tex Mex (at the Village Tavern), McHarris Gifts and Clinton Girl, an apparel store owned by a Hamilton parent.

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Alteri's and McHarris Gifts are two of the sixteen locations in Clinton that will accept the Hill Card.

SA Update

Evaluation Deadline Will Remain

by Eve Denton '12
Student Assembly Correspondent

Professor of Biology Ernest Williams, this year's Chair of the Committee on Appointments, spoke at the Nov. 2 Student Assembly meeting to clarify any questions assembly members had, and to explain his committee's position in choosing to keep the faculty evaluation deadline during the last week of classes rather than during Finals Week.

He began by explaining that students will receive the same evaluations as the ones that were released last year in the online format. He noted that online evaluations tend to provide better information since they are easier to read than handwritten responses and students give lengthier responses when typing. The Committee of Appointments has been very satisfied with the switch from paper evaluations to online evaluations.

Williams also addressed changes to this year's evaluations. Courses of only one or two students will not have a formal evaluation process because he feels that it is important to protect student confidentiality. Additionally, the amount of available time to submit evaluations has been increased. Evaluations will be available from the Sunday before the last week of classes until the end of Reading Period, Monday, Dec. 14, at 5 p.m.

Although the committee considered Student Assembly's proposal to extend evaluations through Finals Week, Williams gave one main reason for why this will not happen in the near future: evidence has shown that the most recent events in class have the largest effect on evaluations, and moving the deadline to the end of finals would attach a large weight to finals in the evaluation process. Williams suggested that if students find fault with some aspect of the finals process, they should contact either the Dean of Faculty or the appropriate department head.

Williams then explained how the committee uses evaluations. Evaluations are considered when faculty members are up for either reappointment, tenure or promotions. Tenured professors' salaries are affected by evaluations since heads of departments make salary recommendations to the dean based partially off evaluation results. Evaluations have a big impact on faculty decisions and Williams indicated that students should continue to take them seriously.

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THE SPECTATOR EDITORIAL

Demonstrate Action:

Posing the Problem is not Enough

This is our community. It is one we all contribute to, and it is one we all want to be proud of. No one is proud of some of the incidents that have occurred on campus recently. Nonetheless, many of us remain proud of the Hamilton community as a whole.

Many of the incidents mentioned at the faculty meeting were disturbing and disheartening. It is obviously a problem that there are people at Hamilton who stereotype and humiliate students based on individual characteristics, but to claim that all of the unpleasant incidents that occur on campus are motivated by biases is to negate real issues of bias. When we attempt to equate rudeness and inconsideration with racism, sexism, homophobia, etc., we detract attention from the incidents which are actually motivated by these biases.

While it may not be possible to agree on a set definition of what constitutes a biased action, we should be able to agree on a set definition of what constitutes unacceptable actions in our community. In addition, we need to stop automatically assuming that these incidents are based on students acting out of ignorance and cruelty, exacerbated by negligence on the part of the administration. If we are looking to find a villain in every situation, we always will. Using individual students as platforms to advance particular agendas only divides the campus more, alienating entire groups of students and making it that much more difficult to reach some shared goal.

It follows that those who find fault in how the College has dealt with these incidents should be responsible for suggesting how the College must deal with these situations differently. Many students recognize these incidents as isolated occurrences and still feel safe and welcome on campus. Those that do not feel safe and welcome must actively articulate to the rest of the student body what the problems are and how they can be solved. We appreciate the efforts of these students, such as those who held a demonstration at the most recent faculty meeting. Without their input, many people on campus would go four years without being made aware that these problems exist. While these active and engaged students serve a crucial role within the community, the approach taken to educate the campus is often misguided. The time has come for these concerned students to present their demands with the same clarity that they demand from the administration.

This semester the Student Assembly has worked diligently to develop a Statement of Community Values. Hopefully this statement will provide a platform from which our community can move forward. However, if students want to bring about real, tangible change within the community, they need to bring real, tangible contributions to the discussion. While a conversation on the intangible ideals is important, it leads to little progress if we do not also discuss practical ideas. Perhaps students cannot change the prejudices of everyone on this campus, but a group of students can affect change in official policy through actions such as written proposals, meeting with members of the administration, and meeting with the Student Assembly. This requires not only leadership and organization, but also a willingness to compromise in a process that will affect all members of the Hamilton community.

We are past the point of showing that problems exist. That much is clear. Instead of presenting problems, we need to present ways to fix them.

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Letters to the Editor are welcome from all students, alumni/ae, faculty, friends of the college and Hamilton community members.

Nevertheless, The Spectator has the following policies for submission:

1. Submissions are due by 10:00 p.m. on the Monday before publication. The editors reserve the right to refuse any late submissions.
2. Letters should be no longer than 500 words. The editors reserve the right to cut off letters at 500 words.
3. Letters submitted anonymously will not be printed.
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Enhancing Town-Gown Relations: Students Need to Regard Clinton with Hometown Pride

by Tracey Ogagba '12
Opinion Writer

When sitting at home on a mundane weekend, late night options seem few and far between. Sometimes it is hard to believe that an entire town rests at the bottom of the Hill, past the Village Tavern. More often than not, we forget, or don't notice, the strong ties Hamilton has always had with its neighboring communities and the mutual benefits that come with them. All students should understand how nice it is to be a part of something that exists beyond the Hamilton bubble.

If a student never once takes a moment to take note of the College's surrounding areas, Hamilton will begin to seem like an extremely small space. Many of us have friends who, by some strange twist of fate, have never tasted the joys of a Cider Mill doughnut. It is strangely easy for us to forget the wide variety of people and places that exist not far down the Hill.

Campus groups such as the COOP, HAVOC, Project Shine and The Young People's Project work at the heart of these neighboring communities and provide students with a working knowledge of unique cultures, peoples and stories. The COOP and HAVOC facilitate a variety of service projects in these communities, while students involved in Project Shine work directly with Utica's refugee population. The Young People's Project brings student volunteers to Utica middle school classrooms, where they teach math literacy. Getting to know such a variety of people can make the familiarity of everyday campus life feel less constraining.

Those who live in Clinton and other surrounding communities also value the College's town-gown relationship. Both sides can learn much from one another. As off-campus merchants build stronger ties to the campus through the acceptance of the Hill Card, students should take advantage of this spirit and look at the many ways Hamilton students can connect to lives and communities off campus, as well as work together to further strengthen this bond.

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The Village of Clinton has much to offer students who know where to look. The Cider Mill, Alteri's and Don's Rok are great ways to escape campus for a change of scenery.

Foreign Language Students Unprepared For Global Economy

U.S. Higher Education Lags Behind More Cosmopolitan Nations

by Jenny McKay '12
Opinion Contributor

According to a study conducted in 2007 by the Modern Language Association (MLA), the current system of language education in American institutions of higher education does not sufficiently prepare students for the demands of today's global economy. The MLA proposed more interdisciplinary teaching methods, inclusion of relevant content and increased coherency in curriculum.

In light of recent global issues such as terrorism and economic crises, foreign language study has grown in popularity among students on American college campuses, Hamilton included. In 2001, Hamilton's Chinese department only offered 40 openings in the first term language class. This capacity tripled by 2006, and student interest has followed this increase.

Hamilton's Critical Languages program, which offers less commonly taught languages like Arabic, Hebrew, Italian, Hindi and Swahili has also greatly expanded in recent years. Italian and Arabic, previously taught by student instructors, have become traditional courses taught by Fulbright professors as student interest has increased.

For the more popular languages, such as French, Chinese and Spanish, Hamilton offers advanced courses and intensive year-long study abroad programs. While these programs in the more popular languages offer valuable opportunities to gain fluency, other academic institutions across the United States lag in their effectiveness of foreign language instruction.

One commonly cited reason for the lack of sufficient language preparation in the U.S. is the country's relative isolation from non-English speaking countries. According to German and Russian Language and Literature Professor John Bartle, the trouble is that "there are no real opportunities other than Spanish to use foreign languages. America's size and distance from other countries makes it hard unlike in Europe, where you are often a short walk or bike ride away from another country."

The perceived American attitude of superiority over other countries is also often named as a contributing factor, according to Visiting Professor of Critical Languages Mireille Koukjian. "The common attitude here is that [foreign language speakers] could learn English," she says.

During the mid-twentieth century it was not crucial for Americans to learn any language other than English to succeed, but the situation has since changed. The true necessity of foreign language education was made brutally apparent on September 11, 2001, when the frighteningly low number of fluent Arabic speakers became a threat to national security. Even six years after that day, the MLA report states that American foreign language education has not undergone the necessary transformation. Only about nine percent of American adults declare themselves bilingual, while roughly 50 percent of European adults are fluent in two languages.

One major difference between the U.S. and the European countries lies in the emphasis placed upon language courses. In America, schools and universities often treat foreign languages as elective courses; European schools include foreign language courses as an essential part of the core curriculum. Other countries also begin foreign language education early, teaching languages along with early math skills during the elementary years. In China, Yinghan Ding '12 began learning English when he started to formally study Chinese in school. "English is sometimes worth more than Chinese, in fact. That means if you have good English skills you are likely to go to better middle schools, high schools and universities, like the ones in the U.S."

Another major problem in American schools is the lack of well-prepared teachers. According to a 2002 article by David Sigsbee, foreign language professor at University of Memphis, America has much looser requirements for foreign language teachers than other countries, and therefore many individuals become teachers without proper training.

In addition to the emphasis placed on foreign language learning, the curriculum of these classes in primary and secondary educational institutions is often lacking as well. Hamilton attempts to place students in proper levels according to performance on placement exams. Yet according to Visiting Assistant Professor of French John Lytle, even with these exams there is a wide range of skills that must be grouped together. In French 140, Lytle attempts to accommodate all students by assigning different types of activities that benefit a wide range of abilities.

Critics of the status quo in foreign language instruction suggest the use of more interdisciplinary techniques in the classroom. Such methods would help students gain a higher level of interest and a better cultural understanding of the language. Hamilton already adheres to this concept of "language through content": departments often offer culture, literature and film courses taught in various languages.

For students concerned about post-graduate employment opportunities, the value of foreign language proficiency should not be disregarded, says Koukjian. Most international companies require knowledge of more than one language in their employees. Aside from career success, fluency in foreign languages enhances cross-cultural interactions wherever one goes. Wai Yee Poon '11, who studies Chinese and Japanese, appreciates the ability to fit in better when she visits either of these two countries: "when you travel, you get to talk with local people, and they open up to you more. They see you as less of a foreigner if you know their language."

Letters to

"Mutual respect" should be mutual

To the Editor:

Last week, I read a letter to the editor in *The Spectator* titled "Students lack mutual respect" and was amazed by how its writer felt like such a victim. The student, a nonwhite female, detailed an incident at the library in which a wallet was thrown at her head because she was talking on the phone. She "felt so alone" after the incident and thought that it may have been racially or gender motivated, but perhaps "not consciously." After reading the article I couldn't help but wonder how this student had felt so disrespected when she herself had been disrespectful by willfully interrupting a study space that was "full of students."

Personally, every time I enter the library, I put my phone in my pocket on vibrate mode and excuse myself from the library anytime someone calls me. I know many others who do the same. However, I don't think it's totally ridiculous when students in the library answer their phones and quickly whisper something like "Hey, can't talk now, I'm in the library" before hanging up. Still, I've been in the library quite a few times when a student answers his or her phone and starts a conversation. Even if the student speaks quietly, the conversation is very disruptive and distracting.

However, the author of "mutual respect" wasn't even talking quietly, though that in itself would have been rude. This student admitted in her article that she had been "talking on the phone too loudly." When a male student threw a wallet at her head, she was, understandably, shocked and indignantly told her perpetrator that she would hand the wallet back to him. I agree with her in that throwing a wallet at a person is disrespectful, immature, and unnecessary, but isn't talking in the library those things, too? Were all the signs in the library asking its patrons to turn their cell phones off not enough to warn this student that talking on her phone there is rude?

Perhaps most baffling to me is that this student *continued* her phone conversation after this event. When she asked the wallet thrower why he had thrown his wallet, he explicitly told her, "You were talking too loud." If all the signs in the library hadn't been clear enough, shouldn't *this* have been enough to send the message? This was apparently not even sufficient, for she continued her phone conversation with her friend. *Another* student approached her, "yelling" at her and saying that he was "trying to study," that she was "driving everyone crazy," and demanding that she hang up the phone. Even if the perturbed student were "yelling," which I doubt as it is, I don't think his demands were unwarranted. Perhaps this really *was* the only way to get this student to hang up her phone. Obviously, the numerous signs in the library and the fact that she got a wallet chucked at her head were not enough.

Toward the end of "mutual respect," the author ponders the reason for the incident in the library. Would her perpetrator have approached her had she been a "6-[foot], 280 lbs." male or of a different race? In regard to her "6-[foot], 280 lbs." male comment, I can't help but wonder if she thought that an actual brawl would have taken place in the library. Nonetheless, it is perplexing to me that this student would point to racism as a motivator for the incident when a) *she* was at fault and b) there was absolutely *no* circumstantial evidence to suggest that either student who approached her was racist. The student did not mention any racial slurs or any other race-related comment as having been used. Their anger was a valid response to someone being rude in the library.

Although there are mature and immature ways of dealing with people on their cell phones at the library, the fact remains that these phone conversations are disrespectful to other library patrons. Being considerate of other people and owning up to our actions is the only way to "make Hamilton a community where we all feel safe and respected."

\- Molly Haughey '12

Re: Students Lack Mutual Respect

To the Editor:

I could write a book in response to the questions raised in Hannah Roth's letter to the editor in the October 29 edition of *The Spectator.* Fortunately, Norbert Elias has already done the work for me. His major work, titled *The Civilizing Process*, marks an important contribution to cultural history. (It is one of my favorite books, and I recommend it highly to anyone interested in the evolution of Western societies.) Elias draws many of his examples from a period as recent as the Renaissance in the course of describing the gradual refinement of manners. To make my point, let me cite some of the more memorable ones. At that time, people sometimes did not pay much attention in public to the sounds emanating from their mouths, noses, and other corporal regions. Moreover, some of their actions would strike us today as strange, if not repulsive. (Vomiting at table was not an uncommon practice, for instance.) Elias suggests that what changed their minds and allowed them to modify their behavior was, among other things, a gradual realization of shame, although I think the appropriate term for our own age would be self-restraint. From such an important book there is much to be learned on both sides of the debate raised by Ms. Roth's letter. Further reading by both parties on this vast subject might prove helpful. Elias's book would be a good place to start.

\- John C. O'Neal
Professor of French

Re: Students Lack Mutual Respect

I would like to write a response to Hannah Roth's Letter to the Editor (Students lack mutual respect).

While I feel bad that Roth felt harassed and unsafe over the incident, I am jaded with the way her letter went on to draw far-fetched conclusions from the event.

Of course throwing a wallet was not the best way to remedy the situation, but the immaturity on the part of the student who did that does not reflect any more than, well, his frustrations.

Would it be any different had Roth been a burly male? Perhaps she would have met with a 'Dude, shut the f### up,' instead. Or a flying wallet all the same. I doubt that a white male could get away with obnoxious talking in the library. To suggest that gender and ethnicity was what accounted for the incident was just as unfeminist and racist, for Roth effectively relegated her own responsibility to her gender and ethnicity.

I find it ironic that Roth, with her strong stance on mutual respect, should be talking loudly in the library on the phone in the first place. Now do I condone the wallet-throwing? There are probably better ways to deal with the situation, but the wrong does not make the first situation right. Would Roth have carried on a loud phone conversation if the library were filled with professors in a meeting, or in the event of a speech going on? Probably not. But she didn't take the trouble to step outside when the library's only filled with her peers. Now, isn't that some form of discrimination in itself?

Hamilton College is a safe place not by its own miraculous making, nor by just paying lip service to respect and equality, even though policies and codes can be put in place in the attempts to create such a place. It is truly safe only when every member in the community recognizes the rules and play by them, and more importantly, start from oneself instead of solely positing expectations on others.

Lastly, her accusation of "We as Hamilton community do not show respect and basic human decency toward one another" is one fine example of inaccurate extrapolation and erroneous deduction, as I do not recall the Hamilton community to make up of just 2 people. To suggest so implies an amazing self-absorption on Roth's part. I think I gladly speak for many when I say that there are still some of us who would not carry on a phone conversation in the library nor fly a wallet at someone who does so. Does that count for anything?

\- Grace Liew '11

Shut Up or Get Out: Library Etiquette

To the Editor,

The letter to the editor entitled "Student's lack of mutual respect," while rightly emphasizing the important point that violence and intimidation are never the

Thumbs Up	Thumbs Down	Who Cares?
IMF gets funding back: Apparently this campus has a fever and the only prescription is more bands with obscure sounding names, regardless of their cowbell content. Pre-gaming meals: Parents are shuttled from wine tasting to beer sampling prior to dinner in the dining hall, introducing parents to the long-held student tradition of easing the pain of Commons. No increase in swine flu cases despite three straight nights of Bundy parties: Suck it creationists, this is Darwinism at work. Species re-discovered: In a fortunate fluke, cell-phone activity in the library wakes a rare wallet-bat, a temperamental animal known to the Oneida Indians as "flying justice."	Flu shot clinic: Great timing Health Center, why don't you just hand out condoms to people with smirks on their faces as they walk across campus alone at 5 a.m. on a Saturday. A$$hole St. Lawrence parents at the field hockey game: is your daughter a douchebag too, or did that skip a generation? Eleanor Cliff lecture: While I can't actually comment on this lecture, I did date a girl named Eleanor in high school and I didn't listen to her either. Duelly Noted: Can you feel the love tonight? No, but I can feel a pile of steaming excrement headed in your peppy direction!	A cappella: If I were not a Buffer ... maybe I wouldn't mistake pity laughs as encouragement for a 25-minute exhibition of narcissism I mean sketch comedy. Take Back the Night: Seems like you've picked a pretty convenient time to take back the night since it now gets dark at 5 p.m. Careers in Math panel: Assuming you told your kindergarten class that when you grew up you wanted to be an actuary, this is your chance to reach for the stars! Wellness Wednesdays brings acupuncture to campus: Trust me, this campus really won't notice a few extra pricks.

by Anthony DelConte '10, Nathan Fedrizzi '10, and Lesley Ryder '11

Disclaimer: The opinions expressed in this column are purely of a satirical nature, and are not representative of the views of *The Spectator* editorial board.

the Editor

answer, reminds me of a problem students encounter far too often in Hamilton's Burke Library: excessive noise.

The studying atmosphere in the Burke Library does not suffer solely from cell phone conversation, but from conversation in general. Far too often I find myself and other students distracted and annoyed by the inconsiderate actions of their peers. As of late, the first floor MPC area has become more like Commons at 11:55 on a Wednesday than the conducive learning environment a library is intended to be. I have moved to the carrels in the back of the first floor, to the second floor wood desks and to the third floor periphery in search of a quieter location, but the atmosphere everywhere has forced me to all but move out of the library entirely.

As I see it, there are two problems. First, on a residential campus, students want to socialize. That urge has not been turned off at the door, just as no one turns off their cell phone (as a sign clearly instructs). So whether you came with a friend or not, inevitably conversation ensues with people you know and would rather be off hanging out with, or a phone conversation to plan what you are doing after the library goes on for far too long. This behavior comes from a lack of restraint and self-awareness amongst the Hamilton College, which I think students of Hamilton's caliber, should have.

Second, students quietly studying feel like they are rude or hostile and fear that they will be ignored when confronting distracting conversation. This leaves the students who are actually rude, un-confronted and essentially in the right. I have felt it and you have undoubtedly felt it as well. It is awkward to confront our peers and even if they are confronted it seems unlikely that they will stop entirely. Furthermore, if you confront one person, should you confront everyone talking from then on and proceed get none of your work done anyways? This is an extremely unfortunate problem to which there lies no clear solution.

These problems indicate a sad state of Hamilton's academics and community. Those at fault have become the mainstream to the degree that the people in the right feel ostracized. The library is not a conducive learning environment. If places meant specifically for academics become increasingly social, they are no longer academic. If students cannot productively pursue their education in a building specifically built and reserved for academic pursuits, what does that say about our values and academic integrity?

Simply put, when someone talks in the library, they are talking on someone else's time. Currently no one is taking any initiative to solve this problem. Students do not feel empowered to self-enforce this power and it doesn't seem in the job description for library staff. I propose a section or floor be designated as a quiet section. Conversely, a team building section could be designated for students working on group projects or studying together for an exam. In this way, everyone could complete his or her academic work efficiently without distraction.

- Ezra Rosenberg '10

Demonstration at Faculty Meeting

Dear Editors,

We write to explain to the campus community our demonstration at the faculty meeting on Tuesday, as we want to be clear about our reasons for doing so.

This is no longer just about a wallet being thrown at a student's head. Rather, this incident is indicative of a pattern of administrative failures to address incidents that happen at Hamilton. What happened two weeks ago in the library was just one in a long string of incidents that are reported and 'dismissed,' not by the students but by the administration. This dismissal means that other incidents are never reported because students do not feel like anything will happen if they do make a report.

Consider, for example, the highly publicized incident of sexual assault during fall break 2008. Consider the others e-mails about incidents of sexual assault, homophobic and racist graffiti, and degrading party themes we've received from Nancy Thompson, detailing the reports of bias crimes to campus safety. When you look back at Campus Safety's annual reports, sent to us by e-mail each year and available on the Hamilton website, these incident reports are invisible. Rows of 'zeros' appear. Have all of these filed reports really been lost? An e-mail to the campus community means little when there is no action to back up those words.

Hamilton needs to be more clear and transparent about how to report incidents, how they are handled, and what constitutes an incident important enough that it will be listed in campus records. Otherwise, students feel confused and unsupported when something happens to them.

Furthermore, we wish to call attention to the countless incidents that have not been reported, but which change the way students experience the "community" at Hamilton. For some students, throwing a wallet at a girl in the library, making an ignorant joke about Mexican immigrants, or being called a faggot as they walk home are isolated experiences at Hamilton. For others of us, these actions add up to be constant reminders of how unwelcome we are here. The failure of the administration to respond and document these incidents affirms the first interpretation and erases the second in a way that makes us feel isolated and alone. It has come to our knowledge that our lived experiences on campus are far too similar to many negative incidents that have happened in the past, and it is time to change this cycle. We came here to get a good college education and ended up being taught how to graciously accept this ignorance and immaturity. We're not asking that Hamilton become a police state and punish offenders but rather we are asking the administration to treat these incidents with the respect and seriousness they deserve.

Finally, we want to be clear that we are fully aware that racism, sexism, heterosexism and other forms of discrimination exist outside of Hamilton. But outside of Hamilton, there are consequences for assault, like throwing something at someone's head. Hamilton isn't helping anyone by sweeping these incidents under the rug. What will it take for the administration to realize that it's time, now, for proactive change?

At the faculty meeting on Tuesday, we wanted to revisit this pattern of administrative non-response and dismissal of so many incident reports, and the uneasy atmosphere that these actions perpetuate.

Sincerely,
Amy Tannenbaum '10
Stephanie Tafur '10

Cross-Country Article Censored

To the Editor:

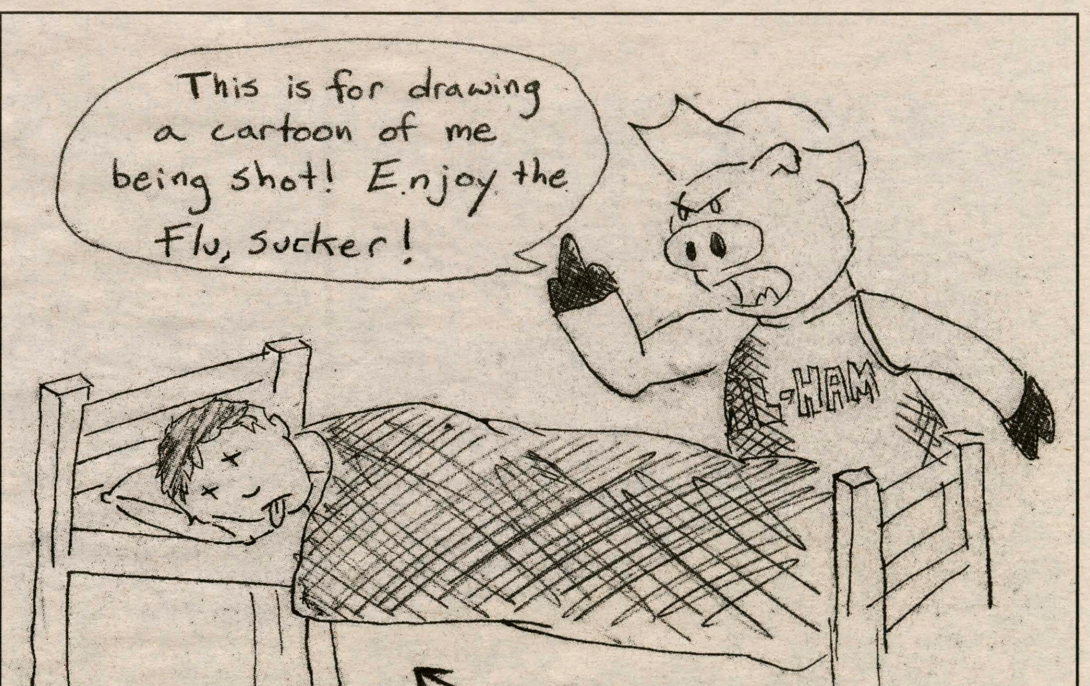
I respect *The Spectator*'s commitment to journalistic ethics. I believe you have allowed this commitment to interfere with good reporting in one of your articles. I am referring specifically to last week's Cross-Country article in which you censured the author from reporting his own race time in the article. While allowing an author to comment on his own performance usually presents a conflict of interests, in this case, the disbarred comment was a race time, a quantitative measurement of performance. Furthermore, the author's performance, first on the Hamilton team, 8th out of 103 runners at the New York State Collegiate Track Conference championships and worthy of the Second Team All-State is a news-worthy event and one that would have surely been reported had *The Spectator* not edited it out without the author's consent. *The Spectator*'s reporter for the Cross-Country team is a committed journalist who travels with the team and regularly speaks with its other members. He is not using the column as a grand stand to boast of his own athletic achievements. In fact, I think his membership on the team encourages him to report fairly on his teammate's performances because he would not want to be accused of misreporting or biasing by his friends at practice.

The Spectator has little ground for claiming they can competently report on the Cross Country team's performance. The picture that the paper had accompanying the last article was from September 12, and featured an athlete who has not raced since then due to injury. A reporter familiar with the team would not have chosen this picture to accompany this article because it was both untimely and unrelated to the story. Rather than disbar a student from reporting the team because of a blind devotion to journalist ethics, *The Spectator* should encourage the most competent people to do their reporting. If the Editorial Board would like to let their readership know that their author is also a member of a team, then they can print this fact alongside every article.

- Adam Vorchheimer '11

Editor's Note:
Mr. Vorchheimer has brought to light a greater issue of journalistic ethics. Over the past year, we have attempted to work with Mr. Bickard to develop a means for him to contribute to reporting of Cross-Country articles. This has been a departure from *Spectator* policy. It has been *The Spectator*'s policy not to allow individuals who participate in events to report on those events. Unfortunately, it has become clear that it is impossible to avoid possible conflict of interest while allowing Mr. Bickard to write said articles. From now on, we will be returning to our policy of prohibiting team members to cover their own sport. I personally apologize for this lapse in judgement and pledge to do everything neccesary to ensure proper coverage in the future.

–Erin Hoener '10, Editor-in-Chief



Cartoon by James Grebey '12
Staff Cartoonist

A New Take on Activism

by Katrina Rabeler '12
Features Writer

There have been several interesting lectures in the past two weeks at Hamilton. Topics have included Carcinogous fire retardants in furniture, mountaineering expeditions in Nepal, "Sex and Sustainability" and Jennifer Lowe-Anker's memoir about an avalanche killing her husband and the climbing school for Sherpa she founded in memory of him.

Hamilton's campus has been buzzing with inspirational speakers who have generally stressed the same points. Every one of these lecturers mentioned the need for environmental sustainability, the connection between environmental and public health, social justice issues and the urgency of making a difference in our society.

This Friday, Nov. 6, one event aims to tie it all together. "Soul Purpose" consists of a workshop called "Awakening the Dreamer" and a band from Boston called Melodeego, followed by The Tetris Effect, an on-campus band.

Open to all students, faculty and members of the broader community, the "Awakening the Dreamer Symposium" takes everything we know academically and puts it into a more emotional context. Through music, reflection, interaction and videos featuring speakers such as Desmond Tutu, Majora Carter and Julia Butterfly Hill, the symposium suggests the possibility of building a just, meaningful and lasting society.

The symposium was designed by the Pachamama Alliance, a coalition of Americans and the indigenous Achwar people of Ecuador, who came together to preserve the Amazon forests. Specifically, the "Awakening the Dreamer Symposium" aims to accelerate the emergence of an environmentally sustainable, spiritually fulfilling and socially just human presence on this planet.

While presenting factual information, the symposium puts these issues at a personal level: putting the emotions back into the academic. Participants are inspired to reconnect with their deep concern for our world, and are empowered to make a difference. Volunteers Judy Leaf from New York City and Greg Reinauer from Boston will be leading the symposium.

Seven students from Hamilton, most of them graduates of the class of 2009, attended "Awakening the Dreamer" at PowerShift, an environmental conference in Washington, D.C., last spring. The students were so inspired by the workshop that they decided to bring it to Hamilton.

Will Thoreson-Green '12, who attended the symposium, said, "'Awakening the Dreamer' helped me explore the emotional and spiritual connection I have with nature, allowing me to understand environmental issues on a whole new level." Thoreson-Green admits that the symposium sounds a bit weird to people who haven't attended: "I only ended up going by chance and I was skeptical at first but it ended up being my favorite part of the PowerShift weekend," he said.

Following "Awakening the Dreamer" is Melodeego, a high energy rock, funk and soul four-man band whose lyrics address the same issues as the symposium. PowerShift 2009 described Melodeego by saying, "It's like Mick Jagger & James Brown had a baby and picked Al Gore to be the godfather." People who have attended a Melodeego concert predict contagious dancing and inspiration all in one night.

A testament to its diversity, "Soul Purpose" is sponsored by HEAG, the Dean of Students Office, the Womyn's Center, the Chaplaincy and Amnesty International. Participants are encouraged to arrive at 4 p.m., since the symposium is a journey that is best experienced from start to finish. The first 50 people to arrive will receive free hand-woven bracelets made by indigenous women of the Andes. Additionally, HEAG will be handing out free mugs at the event.

Will Gowen '11, who attended "Awakening the Dreamer" at PowerShift 2009, said, "'Awakening the Dreamer' is an awesome symposium that pushes you to... realize the issues facing us in this world today. Effectively using tools such as digitial media, group discussion, music and meditation, it leaves attendees invigorated and motivated to push for positive change in the world."

Care About Them?

You're Not Alone

GRAPHIC COURTESY OF KATRINA RABELER '12

"Soul Purpose Live" advertisements are also a call to action.

DON'T MISS:
Soul Purpose Live

Friday, November 6
4-7 p.m. "Awakening the Dreamer Symposium"
Followed by:
9-11 p.m. "High energy rock and soul band ***Melodeego***"

Annex

Sponsored by HEAG, the Womyn's Center, Associate Dean of Students for Diversity and Accessibility Allen Harrison, the Chaplaincy and Amnesty International

FROM WHERE I SIT
HAMILTON'S INTERNATIONAL PERSPECTIVES

by Pauline Wafula '13
Features Contributor

PHOTO COURTESY OF PAULINE WAFULA '13

Pauline (right) and her roommate Lin Lin '13.

When I complained about the cold weather at my high school, my mother always told me, "Keep on going my daughter, it might be a preparation to go to a colder place in the future." I went to Loreto High school in Limurutown, one of the coldest parts of Kenya. Little did I know that my mother's words would one day come true. It was not long before I received the elating news that I had been admitted at Hamilton College, located in one of the coldest areas of the U.S.

I vividly remember my parents and siblings bidding me farewell at the airport in Nairobi, Kenya. I walked into the departures room and found the place thronged with travelers. I turned back and could not see my family anymore. It then dawned on me that I was all alone, surrounded by strange faces. I was no longer that little girl under the care of my parents and my two older brothers who were always protective of me. I was a young woman embarking on a life journey to find my destiny.

I was the first one in my family to travel internationally, therefore I did not have ample knowledge of what to expect. I had set out on a long 24 hour journey, all alone. I would have to make the necessary connections to get to a place that I had never been before. When I finally got to the Hill, I made an instant connection with the place. I had a feeling that this was the right place for me to be. I had a strong conviction that I had found the path to my destiny.

At Hamilton, I have embarked on a journey. True of all journeys, the first step is always the hardest. The initial transition has not been easy. I have had to make so many adjustments in order to fit in to my new environment. Getting used to the food, the small talk and the clichés has not been a bed of roses. The curriculum is also rigorous, and at first, I felt like I was voiceless in most of my classes. I knew that I would have to work harder and put in more hours than other people in order to gain the extra understanding that I needed. Slowly but surely, I began to find my voice and was able to put my feet on the ground.

Today, I have the courage to give my opinion because I know that it matters, and that there are people who are ready to listen. Sometimes I have felt like I have been pushed to the limit but often, these are the moments that I get the best out of myself. I have come to realize that just as gold has to go through fire in order for it to be valuable, I have to encounter several challenges as a path to my success.

I have figured out that I have the freedom to shape my life the way I want it to be; but with freedom comes responsibility. I have had to learn how to manage resources, from my finances to my time. I have learned to manage my time in order to balance all the aspects of my life. Sometimes I am amazed at how much I have achieved during my short stay here. Who knows what I stand to accomplish during my four years at Hamilton?

This has been a period of self discovery and soul searching. I have been able to discover a multitude of things about myself. I have been challenged to think independently and to get out of my comfort zone. I have had to shed any preconceived ideas that I had and be open to try out new things. I signed up for an intramural sport that I'm not great at. Several months ago, I would be indifferent to the idea, but now I have the courage and zeal to challenge myself each day.

The friends that I have made in this institution are from all walks of life. They have exposed me to different cultures, and for the first time I have become aware of the diversity that exists in the world around me. A Swahili saying states, "If you only eat at your home and not anywhere else, you will always think that your mother is the best cook." I had to leave my country so that I could realize that things are done differently somewhere else. Some of these ways are more efficient. I have had to embrace new ideas each day and use them to mold myself into a better person.

Over dinner several days ago, my friends and I were discussing the different types of foods and commodities in our countries. We were surprised to realize that there were so many similarities between the various countries. The common dish in my country is called ugali, prepared from maize flour. The same is found in Zimbabwe, only that it bears a different name, sadza. I then inferred that, despite all our differences, we had so much in common; we had one goal. All of us are on a quest of realizing our potential at Hamilton. Holding fast to my dreams, I believe that at the end of my four years here, I will become the educated, mature, independent and dignified woman I have always wanted to be.

Students pursue passions to create their own class

Rebecca Pomerantz '12
Features Writer

One of the greatest qualities of Hamilton College is the freedom that it allows its students to help develop their own education. Whether it is merely through the lack of core curriculum, the opportunity to create your own major or simply to give feedback about a course or a professor, the options to have a voice in your education are there. This year, two students took this opportunity even further by creating their own course.

Offered this coming spring 2010, "The Borderlands" was created by Kate Harloe '12 and Corinne Bancroft '10. Offered in the College Courses department, "The Borderlands," is a seminar on the US/Mexican Border which will discuss the various humanitarian problems surrounding the crossing of the border.

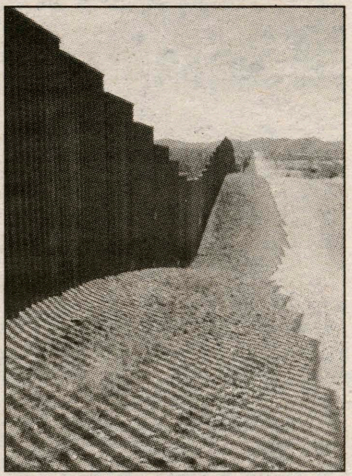
Harloe and Bancroft were inspired by their past spring break trip to Arizona to address immigration issues and sociological issues along the border on top of the main focus of the serious struggles of actually crossing the border. In Arizona, Harloe and Bancroft worked with the humanitarian aid organization "No More Deaths," which focuses on spreading awareness about the deaths along the border and helps to provide water and necessities for those who are leaving their homes and making the arduous journey across the desert. According to Bancroft, over 5,000 bodies have been found in the desert since 1994. This number does not include the people whose bodies have disintegrated in the harsh conditions of the desert and will never be found. "This is how desperate people are to cross," Harloe says, "people need to know the issues, why people are crossing the border in the first place and what the conditions surrounding it are." Their main goal is to educate students from an interdisciplinary perspective. Bancroft notes, "Kate and I decided that there were still complicated issues left unaddressed and we thought that the best way to do that [at Hamilton] would be in the context of a classroom with the most educated people we could find on the issues we want to know more about."

The "No More Deaths" Alternative Spring Break trip provided humanitarian aid for people crossing the border.

Not only did Harloe and Bancroft face the challenges of coming up with the topics that were most important to teach, but they also had to get their class approved and work on structuring the unique learning situation.

Bancroft says, "It's been challenging but also really rewarding to approach professors and tell them that they have a specific knowledge that you want to get from them." With seven professors involved in and enthusiastic about the class, subjects encompassed include Comparative Literature, Women's Studies, Economics, Government, History, Sociology and Africana Studies. The class will involve working with "No More Deaths" at the border in Arizona over spring break.

Harloe and Bancroft are the first students at Hamilton to create their own class that is offered in the course catalogue. With no system in place for students to create their own course, they had to get approval from the Academic Council and Committee on Academic Policy, which professor John Vaughan helped them achieve. After several revisions of their proposal, the class was approved. Harloe says, "a lot of people told us that it wouldn't be possible to create this class for the Spring '10 semester and that we should make it an independent study. We wanted everyone on campus to have the opportunity to take it." So they made it happen.



PHOTOS COURTESY OF KATE HARLOE '12

The U.S./Mexico border.

Bancroft and Harloe's main goals in setting their new class apart include the experiential factor (the trip to Arizona), and applying what they will have learned from a variety of sources including professors, books, films and guest lecturers to help shape their experiences when at the border.

Even for students who may not have the opportunity to take their class, they believe it is important to get the message out about crossing the border. To make the topic more accessible to the rest of the campus, Harloe explains that they will be running a film series this fall starting Sunday, Nov. 8.

Bancroft says, "Personally,

see ***Unique offering****, page 12*

Resting in Peace on the Hill

by Meghan Woolley '13
Features Writer

As a Halloween treat this Family Weekend, Frank Lorenz, *Alumni Review* editor emeritus, led a group of students and their families on a tour of the College cemetery. The tour, highlighting the most famous and interesting people associated with Hamilton, gave students and families a glimpse into Hamilton's past and the distinctive characters that once filled it.

The first monument the tour visited was dedicated to Azel Backus, who became the first president of Hamilton College in 1812. As a condition for accepting the presidency, Backus requested a house with enough land to "raise some vegetables, chickens, and goats." Lacking a sufficient plot of land, the College converted a students' boarding house into a home. The building, still on campus, is now called the Backus House.

The next stop was at the relatively modest monument belonging to Samuel Kirkland. Kirkland came to upstate New York in 1764 as a missionary to the Oneida Indians. In 1793, Kirkland spoke with President Washington about founding a school and was referred to Alexander Hamilton, who was then Secretary of the Treasury. Hamilton agreed to lend his name to the College, in addition to serving as trustee and helping to obtain a charter from his father-in-law and Governor of New York, Philip Schuyler.

Right next to Kirkland's grave was Oneida Chief Skenandoah. Before founding the Hamilton-Oneida Academy, Kirkland worked to cultivate the Oneidas' support for the American Revolution. With the help of Chief Skenandoah, Kirkland was able to maintain the tribe's support despite attacks by other tribes loyal to the British. The two men developed a friendship so great that when Chief Skenandoah died

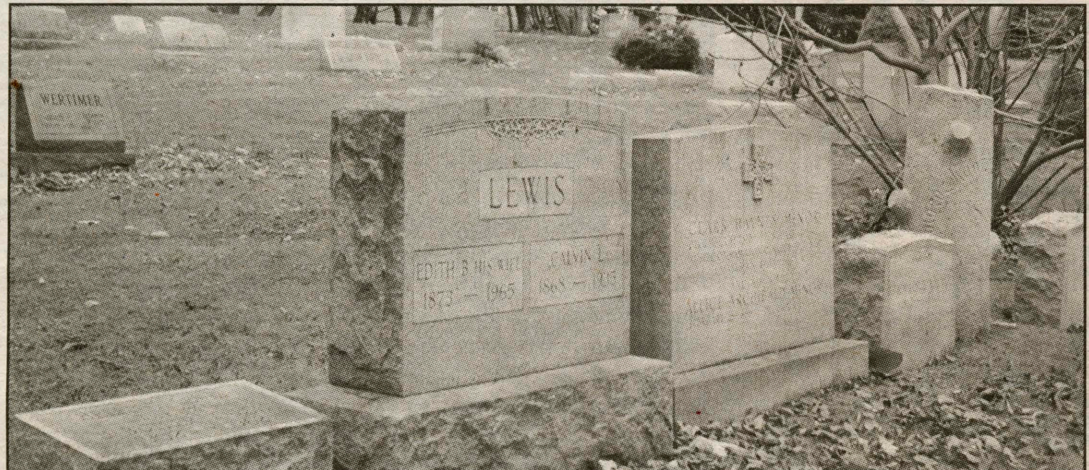


PHOTO BY ANDY RICHARDSON '10

Frank Lorenz, *Alumni Review* editor emeritus, led a tour through the cemetary over Family Weekend. Familiar campus names like "Wertimer" can be seen above.

see ***Halloween****, page 12*

Overheard at Hamilton

by Katie Dilyard '10 and Emily Davaney-Graham '10
Features Contributors

"Ohhh the Amish. I have such a place in my heart for you."

"Wait…if I have swine flu does that mean I can't celebrate Halloween?"

"If I had known when I was a slutty freshman what I know now, I would bring my backpack out so you couldn't tell I was doing the walk of shame."

"My dad needs a drinking buddy. He picked you."

Texts from Last Weekend

(518), (716), (203): Group sex?

(917): He's standing too close to her and she's dressed as a skanky pirate.

(914): B****TCH OH NO YOU DI-INT. i'd like to take that pumpkin sippy cup and shove that straw in her patch eye. then she would be blinded. and she would need an eye patch. oh no wait, its cool shes got one already.

Weekly Charts

MUSIC
(From billboard.com)

Top Songs

1. Owl City—"Fireflies"
2. Jason DeRulo—"Whatcha Say"
3. Jay Sean featuring Lil Wayne— "Down"
4. Miley Cyrus—"Party in the U.S.A."
5. Jay-Z, Rihanna & Kanye West —"Run This Town"

Top Albums

1. Soundtrack—*The Twilight Saga*
2. Tim McGraw—*Southern Voice*
3. Michael Buble—*Crazy Love*
4. Jay-Z—*The Blueprint 3*
5. Miley Cyrus—*The Time of Our Lives (EP)*

MOVIES
(Highest grossing from imdb.com)

1. *This Is It*
2. *Paranormal Activity*
3. *Law Abiding Citizen*
4. *Couples Retreat*
5. *Where the Wild Things Are*

BOOKS
(From The New York Times *Best Seller List)*

Paperback Fiction

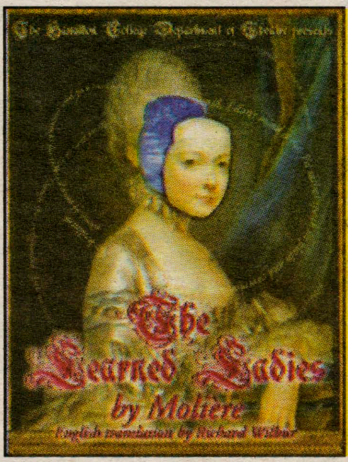
1. *Push*, by Sapphire
2. *The Shack*, by William P. Young
3. *Olive Kitteridge*, by Elizabeth Strout
4. *The Girl With the Dragon Tattoo*, by Stieg Larsson
5. *Say You're One of Them*, by Uwem Akpan

Paperback Non-Fiction

1. *I Hope They Serve Beer in Hell*, by Tucker Max
2. *Freakonomics*, by Steven D. Levitt and Stephen J. Dubner
3. *Three Cups of Tea*, by Greg Mortensen and David Oliver Relin
4. *The Glass Castle*, by Jeannette Walls
5. *The Zombie Survival Guide*, by Max Brooks

"The Learned Ladies": A 17th-Century Soap Opera on Hamilton's Main Stage

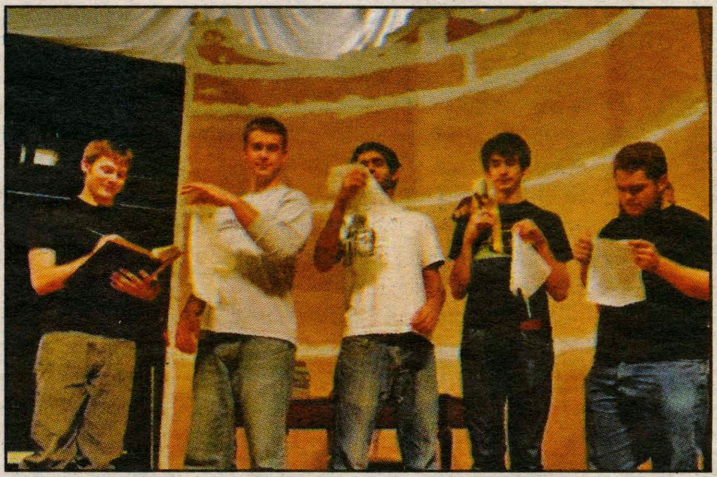
by Lily Gillespie '12
Arts and Entertainment Editor



If one had to choose one genius of the confusing comedy, few would doubt it to be Molière. The Hamilton Theatre Department will be showcasing the work of this comedic genius in their adaptation of his play "The Learned Ladies" or "Les Femmes Savantes" en français. It is, at its core, a love story, as in most of Molière work, nothing is quite so simple.

The fair Henriette, played by Jordyn Taylor '12, has fallen in love with the young Clitandre, played by James Greisler '10, and wants to marry him.

However, as this is 1672, Henriette must also do her parents' bidding and marry according to their whims. Her father Chrysale, played by Colin Wheeler '11, wholeheartedly supports the union, but her stubborn and socially-conscious mother Philaminte, played by Victoria Haller '10, presents an obstacle. Philaminte would much rather see her lovely daughter married to the blustering academic Trissotin, played by Rouvan Mahmud '11, whose motives for expressing interest in the wealthy Henriette may be the result of empty pockets rather than a full heart.



Above and below, the cast of "The Learned Ladies" rehearses for their upcoming production of Molière's classic.

PHOTOS COURTESY OF ASHLYN RAZZO '11

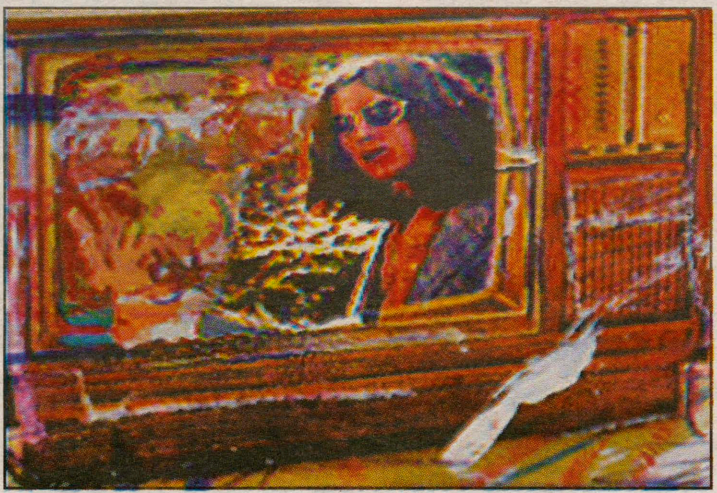
Trissotin's already-large ego is further inflated by the twitterings of the three women who have become his followers: Philaminte, Henriette's sister Armande, played by Hannah Fazio '10, and her aunt Bélise, played by Shelley Hoy '10. In true Molière fashion, there are numerous comedic twists and turns as Henriette and Clitandre fight to make their way to the altar, but all's well with a little bloodshed.

Can't Get Enough of Your Favorite WHCL DJs? Check Out Their Blog!

Kurt Vile: Childish Prodigy

Kurt Vile is the kind of name you want to say when someone asks you what you're listening to.

Think of it: You're alone in a McEwen booth, ear buds in with a plate full of corn fritters and the spread of hot sauces, mayonnaise, ketchups and mountain dew when they walk up. "What's that you're listening to?" says one. You've talked to them before, but only for a minute, outside Root Hall. They're older. They smoke cigarettes with Steve Yao. They wear wool gloves and a leather jacket, even when it rains. They're probably working on their thesis, and until now you thought they were living in a world of higher art where underclassmen academicians like yourself were invisible. But you've been wrong! And now here's your opportunity for validation!



WWW.WHCL.COM

Kurt Vile will make you cool amongst the cool kids with his guitar licks and piano suspensions.

"Kurt Vile." A nod of approval.

"Never heard of him. What's he like?"

The man lives up to the name. One assumes that if he was born with the title, his parents had it planned out that their baby boy was going to be a hairy, toothed madman, exploiting reverb and distorted guitar drones over bright drum beats and echoey vocals. For a second you hear Lou Reed's dissonant prosodies over equally dark instrumentation in "Dead Alive" and "Overnite Religion." Then, you realize that the guitar licks and piano suspensions are Bon Iver without the falsetto.

I'm pretty sure this guy recorded this whole album in his basement or a bathroom or something. I think you can even hear water drops falling into the sink on "Blackberry Song." It's getting progressively colder, and the rain ceases to fall. And Kurt Vile is in some room predominantly decorated with bare, grimy cement and his assortment of grizzled, splintering instruments.

All this sounds horrible to you, doesn't it? Doesn't it!? You stopped reading at "corn fritters." Well, you've got it all wrong! Kurt Vile is doing everything right, and probably hates people who write reviews like this one for people like you and me. But who cares?!

The album is incredible and will soon grace the racks of our beloved radio station. Listen to it. LISTEN! For everyone who doesn't play one song off this album for the next week, I offer one sock to the gut.

Pavement Reunion to Commence in Auckland

Pavement, the '90s band that created classic albums such as *Slanted and Enchanted* and *Brighten the Corners*, will reunite on March 1, 2010 in Auckland, New Zealand. They will also perform in Australia and the UK before returning to the States for four sold-out shows in New York City's Central Park.

The band's members, including Stephen Malkmus and Scott "Spiral Stairs" Kannberg, have spent the last ten years pursuing solo careers and playing with other groups, but they are finally ready to "go back to those gold sounds." To hear Pavement and related bands, check out SMR on Wednesdays at 4 p.m. on WHCL.

WHCL Channel 88.7

Pink Flamingos Takes Filth and Disturbia to New Level and Will Change How You See Eggs

by Laura Wright '10
Arts and Entertainment Writer

We have had a number of fantastic film screenings on campus thus far this semester. We started the semester off with a bonanza, screening Song Yong Kim and Bradley Rust Gray's trio of beautiful films for the F.I.L.M. Series. We then saw the KJ auditorium packed to the rafters as the Alloy Orchestra accompanied *The Man with a Movie Camera.* HEAG brought us *Food, Inc. Darius Goes West* kept the campus mindful of Disability Awareness Month. The F.I.L.M. Series most recently gave us new insight into the foundations of early cinema with an engaging lecture by Dan Streible on fight films.

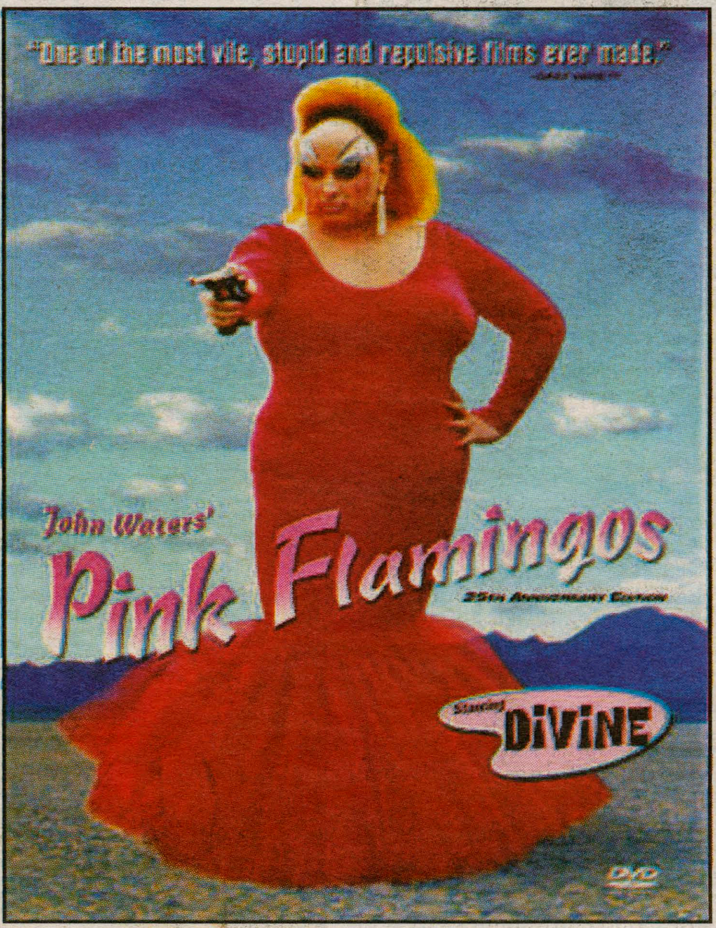
However, no film event on campus received more explosive acclaim or disdain than did the recent screening of *Pink Flamingos*......... That pause is to register your reaction, because this truly is a love it or hate it movie.

Directed by John Waters and released in 1972, the film could be expected it to be explosive in terms of the status quo of the 1970s. But, oh no, don't be misled, this film's ability to make one excruciatingly uncomfortable has transcended the passage of time. *Pink Flamingos* might be best described as an assault–visually, conceptually and emotionally.

The film follows Babs Johnson, better known as Divine, a drag queen like no other. Her flame red bouffant, shocking enough in and of itself, is easily missed, for the dramatic arch of her penciled eyebrows transfixes the audience every time she appears on screen.

Divine was named the "Filthiest Person Alive" for various crimes and behaviors. However, Connie and Raymond Marble won't let her keep this title without a fight. Running an illegal baby farm out of their basement and indulging in all manners of—how shall we say—alternative sexual fetishes, the Marbles believe they deserve the title. The majority of the film follows their attempts to find Divine and to discredit her filthiness.

Yet it is not the plot of the film which is so assaulting, per se; it is the innumerable instances where characters act in utterly grotesque manners that sets this film apart. The example that stands out to me is that of Edie, Divine's senile mother. Edie lives in a playpen in the corner of the family yard and spends all day in her underwear, consuming vast quantities of eggs. The way in which she consumes the eggs and speak of the eggs created intense responses; by the end of the film, almost every person with whom I spoke swore they'd never get Diner Breakfast again. Most of the audience had similar feelings about steak after Divine tucked one into her panties while walking in town, to "tenderize" it for dinner.



BETA.PREMIERE.COM

Divine's family is incredibly troubling, indulging in incest, bestiality and voyeurism. These deeds may not sound so outrageous or unheard of on paper, yet there is something about the way Waters exaggerates these taboos and takes them in directions one would never expect that really makes an impact upon the audience.

Why does it exist? Why on earth would someone want to make a film like this, let alone pay good money to watch it? It took me a little while to find an answer to this question. Even now, I'm not sure it is a satisfactory response since it's so simple, but it's all I could come up with. I believe that people want to see such trashy films because they validate their own goodness. That is to say, no matter how terribly people conduct themselves, they can take comfort in knowing that they are never as depraved as the characters portrayed in such films as *Pink Flamingos*.

So, after having seen this film, I would honestly have to say that I am glad I saw it. While I'd never want to see it again, I feel somehow transformed for having seen this film and I think a lot of other people feel this way too. And if you didn't get the chance to see the movie? Try dropping *Pink Flamingos* in conversation at lunchtime and wait to see some pretty hilarious reactions.

Have You Missed IMF Lately? Well, They're Back in Action!

This Saturday, IMF's first concert of the year to host Abe Vigoda and Ponytail, featuring Ball of Flame Shoot Fire

WALRUSMUSICBLOG.COM
Abe Vigoda, who will perform Saturday in the Barn.

Abe Vigoda

Abe Vigoda is a self-described "tropical punk" band hailing from Los Angeles. They are fun, loud and energetic. Several of their releases have been lauded by Pitchfork and NME, among others. They take their name from the actor Abe Vigoda who is most famous for appearing as Detective Sgt. Phil Fish on the sitcom television series *Barney Miller* from 1975-1977. They gained noteriety for their performances at The Smell. They have so far released three full length albums: the third, *Skeleton*, was released in the U.S. on July 8, 2008 on Post Present Medium.

Ponytail

Ponytail is a 4-piece art rock band formed in Baltimore, Maryland, on the label We Are Free. Their sound has been compared to Deerhoof as well as Ecstatic Sunshine, due to the band's experimental guitar work and unique vocal stylings. The band has toured internationally with bands such as Battles, Hella, Don Caballero and High Places. They have released two albums, *Kamehameha*, and *Ice Cream Spiritual*. They were named Best Live Band by *Baltimore City Paper* in Sept. 2007.

Ball of Flame Shoot Fire

Ball of Flame Shoot Fire consists of band members Jess, Winston, Peter, Tim and Pat. They met in high school, just outside of Pittsburgh, Pennsylvania. Their first EP, "Grumpy Little Bird," was released in the fall of 2007. Their first full-length album, "Jokeland," was released in November of 2008.

Some of the band's main influences include Animal Collective, Harry Nilsson, Tom Waits and Wolf Parade. Hear their music at www.myspace.com/bofsf.

Saturday, November 7
The Barn
Concert Starts at 8 p.m.
Doors open at 7 p.m.
This event is free w/ a valid Hamilton ID, $5 for non-Hamilton students and $8 for general public.

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Screenings of the completed projects will commence at MIDNIGHT on NOVEMBER 8

The audience will vote on their favorite films and the first and second place teams will be awarded fabulous prizes!

Trustee Corner: John Rice '78

by Nick Stagliano '11
Production Editor

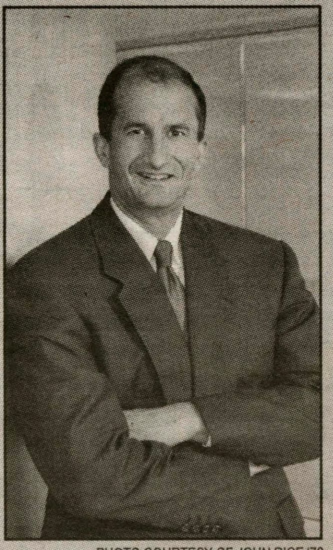
PHOTO COURTESY OF JOHN RICE '78

You wouldn't think that there would be a lot of similarities between Hamilton College and the General Electric Company (GE), named the single largest company in the world in 2009 by *Forbes* magazine, but for John Rice '78, Vice Chairman of GE and President and Chief Executive of GE Infrastructure, there are some important and obvious commonalities. The late Sid Wertimer, professor of economics at Hamilton for 52 years, taught Rice the importance of learning. More than 30 years later, it's a philosophy that Rice still carries with him: "GE is a learning company. I've been with the company for 31 years and I'm still learning. Hamilton is a place that puts a value on learning, and it never stops – it keeps going after you get your diploma."

After graduating with a degree in economics, Rice traveled around Europe for two months and then started working at GE in August of 1978. He liked the idea that with GE he could get involved in a reputable company and figure out what exactly he wanted to do with himself. He has been with the company ever since.

Rice started off in the entry-level Financial Management Program (FMP) and moved through different finance and operations positions. He is now responsible for, among others, GE's health care, aviation and energy businesses, which are comprised of $45 billion in annual revenue and 110,000 employees active in 120 countries. He describes his work, and GE as a whole, as a team sport: "It's never about one person. It's always about the team of people who are working together to maximize benefits for the shareholders and customers." Eighty percent of Rice's job is traveling to between 25 and 30 countries every year to advise fellow GE employees in allocating resources and making strategic decisions.

In addition to his frequent foreign travel, Rice also manages to return to the Hill a few times each year for meetings of the Board of Trustees. He is currently a charter trustee and has served on the board since 1999. Rice believes that his use of professional experience to benefit the College is typical of Hamilton's trustees. The trustees, he says, are busy people who "aren't bored and looking for things to do." Yet, they "are in Clinton as often as they can be to do whatever they can do to make the College better, and to help this generation of students and future generations of students succeed." Rice believes in the importance of the board to help the administrative team run the College, similarly to structure at a corporation such as GE.

"It's the College's leadership team that manages the day to day affairs of the school, but it's important for the board to be available for advice and counsel. And it's the same at GE. Jeff [Immelt P'10, Chairman and CEO of GE] and the team run the business and the board is there to give us advice."

Rice continues to be impressed by Hamilton's ability to attract applicants that make the classes better and better each year: "I'm not sure what would happen if I applied to Hamilton today. I'm not sure I'd want the answer. And I'm happy about that. I want to have a tough time getting in. It means the College is moving forward." He attributes this to the quality of the Hamilton education, which has earned the College a distinguished reputation. "It's very important for Hamilton not to rest on its laurels. Today's students are more discriminating and there's more competition, so we need to have the things that students are looking for. As a board, we have to adjust and make sure that we're investing in the right departments and the right physical facilities so that when prospective students look at Hamilton and other liberal arts schools, they choose Hamilton."

As far as advice for current students, Rice reiterates the importance of learning beyond formal education. He also mentions the importance of having a good set of core values, as well as working hard, taking a few risks and managing one's own life and career. "At Hamilton, you have an advisor, but the courses you take and how hard you choose to apply yourself is really up to you. You determine what you're going to get out of a Hamilton education. I think that in a lot of respects your professional career, regardless of what you do, is up to you. You pick the career, and it's up to you to make the most of it."

Hungry? How about Challah?

by Emily Anderson '13
Features Writer

Every Monday in Beinecke, Hamilton students have the opportunity to purchase a rare treat—challah bread. The sale usually begins at 11:30 a.m. and continues until the bread is sold out (usually not much later). The traditional braided loaf comes in several varieties including cinnamon sugar, raisin, and chocolate chip. Rumor has it that next week pumpkin challah will also be available. When asked, "Why challah?" Alison Brown '11, co-president of Hamilton's Challah for Hunger chapter, answered, "Challah is relatively easy to make and it's delicious! Who doesn't like challah? You can make awesome french toast [with it]."

The original Challah for Hunger was started by students at the Claremont Colleges in 2004 as a fun way for students to volunteer their time. The idea for his organization came late last year, when Anat Guez (the Jewish chaplain) sent out an email asking students if they wanted to go to a conference to learn about starting a Challah for Hunger organization. Alison Brown '11 and Jeff Rabinowitz '12 both went to California with students from other schools to learn about starting up Challah for Hunger chapters.

Brown and Rabinowitz began organizing Hamilton's chapter last semester, working with Amy James (director of COOP), Pat Raynard (the head of Bon Apetit) and Anat Guez.

Challah for Hunger's debut this semester has been overwhelmingly successful. After only two Mondays of sales. The group has raised $260 and sold all of the bread.

WWW.NEWYORKFUNTOURS.COM

A student-run organization offers you the chance to purchase delicious Challah in Beinecke for a good cause.

The money raised goes to two different funds. Fifty percent is donated to the American Jewish World Service (AJWS) for its Sudan Relief and Advocacy Fund. Every Challah for Hunger chapter donates at least half of its proceeds to the AJWS. At the Hamilton chapter, the other half is donated to the Utica Community Food Bank, keeping with the theme of hunger relief. If you are strapped for cash, remember that students may receive a one-dollar discount if they write a letter to a Senator or Congressman about an issue of their choice. The organization has paper and stamps at the ready for this purpose.

Hamilton is one of 25 schools in the U.S. with a Challah for Hunger chapter, and there is even one in Sydney, Australia. The bread is made on Sunday afternoons (fresh for Monday morning sales). Students volunteer their Sunday hours to either making the dough or braiding it into its classic shape. If you are interested in volunteering to make or sell the bread email challah@hamilton.edu or contact Alison Brown or Jeff Rabinowitz.

Family Weekend gets in Halloween spirit

*from **Resting**, page 9*

he requested to be buried next to Kirkland so that he could "hold onto his shirt tails and follow him to Heaven."

Elihu Root is another of the distinguished residents of the cemetery. Born in Buttrick Hall in 1845, Elihu graduated from Hamilton as a teenager and went on to become a lawyer. Through his friendship with President Theodore Roosevelt, he became Secretary of War in 1899 and then Secretary of State in 1905. In 1912 he earned the Nobel Peace Prize for a long career of involvement in international negotiations. His wife Claire, daughter Edith and her husband Ulysses S. Grant III are also buried in the cemetery.

Lorenz told another interesting story about Alexander Woollcott, who had been a professor at Hamilton. Upon his death, a friend remarked that "When Alex dies, he won't go to Heaven; he'll go to Hamilton." However, after Woollcott was cremated his ashes were accidentally sent to Hamilton, NY, ending up at Colgate University! Eventually Hamilton College was able to get a hold of his ashes and bury him in the cemetery according to his wishes.

Buried next to Woollcott is a doctor who Woollcott had met as a hospital orderly. Talking with him, Woollcott discovered that the young man had attended Hamilton and wanted to be a doctor, but lacked the funds to attend medical school. Woollcott gave him the money without hesitation, and years later the doctor showed his gratitude by requesting to be buried next to Woollcott.

These characters were joined by other trustees, presidents, long-time faculty members and a few students whose lives were intricately intertwined with Hamilton College. Their stories form a picture of Hamilton's past, parts of the backbone of our community today. For this reason these "Giants in the Earth" certainly do seem to be an integral part of the college and its character.

Unique offering in Spring 2010

PHOTOS COURTESY OF CORINNE BANCROFT '10

Corinne Bancroft '10 on the "No More Deaths" trip.

*from **Students**, page 9*

I think immigration and border justice issues are the civil rights conflict of our times. Unfortunately this crisis is only increasing over time and in order to be educated adults in this globalized world we have to deal with these issues, so we might as well do so in the most educated way we can." Harloe says, in conclusion, "The great thing about Hamilton is that you can do what you want to do academically if you take the initiative. We're really excited now to see the class unfold and to learn more ourselves."

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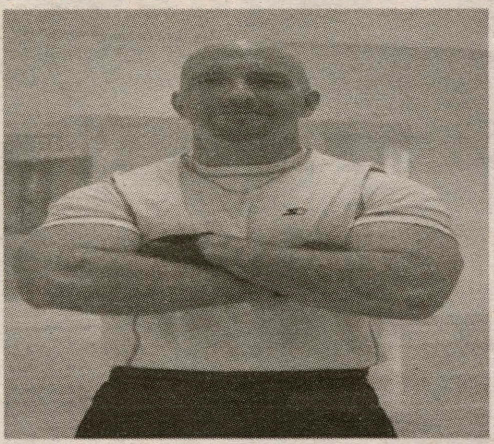

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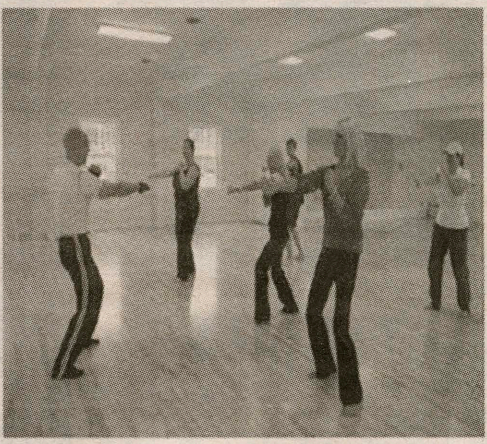

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International Hamilton Student Attends Second Governors' Global Climate Summit

by Yinghan Ding '12
Science & Technology Writer

"I want to protect my coastal community from sea level rise."

"I want a bustling and green economy."

"I want to use cleaner, greener and recycled products."

These were several things young climate change activists had on their minds at the Governors' Global Climate Summit 2, which was held in Los Angeles from Sept. 29 to Oct. 2. The Summit brought together world and industry leaders and provided them with the opportunity to talk about global climate issues. This year's Summit was of great importance because it set the stage for the COP 15 United Nations Climate Change Conference, which will be held in Copenhagen next month.

As a young climate change activist, I served as the only youth representative for China to attend this important climate summit held in Los Angeles. I was one of the eight panelists at the only youth panel of the conference—"Youth Leadership & Education: Influencing Change Today and Tomorrow." Our discussion was focused on how to leverage youth activism and increase understanding of climate change across the globe. As we all know, today's youth will be directly impacted by the current decisions made by world leaders. Knowing that, the younger generation is are actively engaged in the climate change discussion and are positioning themselves at the forefront of future environmental policies. That was one of the most important reasons why we got together in Los Angeles from all over the world—we want the voices of young people to be heard by global leaders.

PHOTO COURTESY OF YINGHAN DING '12

PHOTO COURTESY OF YINGHAN DING '12

Yinghan Ding '12 (above) was part of a youth panel (left) discussing "Youth Leadership and Education."

We were a very diverse group of panelists: four of us were international students (from China, Nepal, Brazil, and Kenya), and the other four Californian: one high school student, two undergraduate college students, two graduate school students, and the other three working in their own businesses. Because of the diversity in nationality and age of the panelists, we were able to bring sub-national and cross-age perspectives on what pre-teens, college students and youth oriented programs and businesses can do to elevate the importance of taking immediate action to curb the impacts of climate change around the world. We also discussed challenges, present and future solutions and perspectives on sustainable behaviors for a greener future.

The panel was moderated by Beth Stevens, senior vice president of environmental affairs of the Walt Disney Company and chaired by Dr. Hinrich Eylers, dean of the college of natural sciences at University of Phoenix. "As we all know, climate change has already affected our lives and the places we live, and it has the potential of dramatically

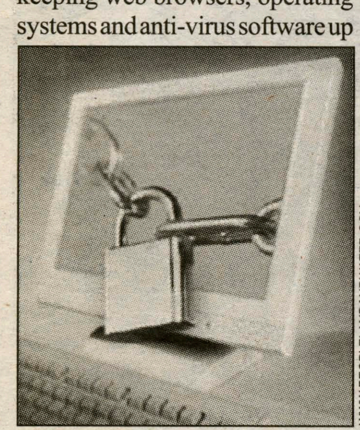
see ***Students****, page 17*

ITS Lab Consultants Present Posters on Cyber Security

by Ben Trachtman '12
Science & Technology Editor

To mark the end of National Cyber Security Awareness Month (October), the Information Commons held a poster session stressing electronic security on October 30th. The posters were created by the Information Technology Services (ITS) Lab Consultants and focused on various aspects of cyber security. They had been on display around the library over the course of the month, but had been collected on the first floor for viewing at the end of the month. Students were encouraged to attend, and cider and donuts were provided. Students could also enter a drawing for a gift basket provided by the Information Commons.

In conjunction with the event, ITS training coordinator Maureen Scoones sent out an email detailing proper security techniques. These include backing up important files to protect them against loss, not giving out personal passwords, keeping web browsers, operating systems and anti-virus software up to date and staying aware of online "phishing" schemes.



WWW.PEOPLEANDWATER.GOV

Any hard drive could fail at any time, and any file could become corrupted. Losing a big paper at the last minute is always a nightmare scenario for the college student, which is why backing up files is so important. By backing up files, they can still be recovered even if something happens to the original. One of the most common systems for backing up files is to store them on an external medium, such as CD-Rs or external hard drives. There are also numerous online back up systems that allow students to keep a copy of their files on a different server and also make updating or recovering these files much easier than backing up on disks.

Many of the posters presented in the poster session address the topic of passwords: how to create a safe password and how to keep it safe. First and foremost, a password should be original and hard to guess. A good password also includes numbers and capital letters to make it even harder to figure out. A safe user has a different password for each program or site that requires one; that way, if someone guesses one password, only one program is compromised. And of course, no one should ever give out passwords to anyone else.

When browsing the Internet, a computer is constantly bombarded by potential intrusions. It is up to the web browser, operating system, and anti-virus software to protect the computer from these, but they

WWW.BNL.GOV

can only do so if they are up to date. Having current protection on the computer allows these programs to detect and block the newest viruses and spyware that could slip through undetected against out of date protection.

Phishing is when someone contacts a user masquerading as a reputable source and asks for personal information from the user. Usually phishers are disguised as banks or other businesses, like eBay. A wise user is always suspicious of these kinds of emails and verifies the identity of the business on the other end before giving out passwords, account information, credit card information or any other personal details.

Cyber security is not difficult to achieve, but the first step is becoming aware of the process to get there. While the Internet can be a dangerous place, it can also be a source of back-up locations, free anti-virus software, password generators and many other tools that can help enhance cyber security. The key is to use common sense, and in today's computer and Internet literate age, it should not be hard difficult.

Do it in the Dark: An Explanation

by Catie Ferara '11
HEAG Member

HEAG's Do It in the Dark student team would like to thank Hamilton's residential community for its participation in the October 2009 dorm energy battle. The event aims to teach easy and fun methods to reduce the College's carbon footprint through electrical energy savings. The format is still evolving, and we would like to clarify a few common questions and concerns.

As reported earlier this week, Saunders House finished the month with the most significant energy savings (nearly 30 percent reduction), with Wertimer a close second (28 percent reduction). Residents of both buildings reported taking significant behavioral steps to achieve their results –from turning off lights and power strips to doing laundry in another building (the latter perhaps not achieving the intended environmental results, but certainly reflecting a competitive spirit).

Preliminary calculations of overall campus usage, however, show a 2-7 percent overall increase in dormitory energy usage. A few facilities factors likely contributed to this. For example, Bundy East and West are now each home to an additional eight residents each and their energy demands, as former common areas were converted this summer to dorm rooms.

The team from Physical Plant, whose efforts were essential to this event, did an inspection of Major following its result of a 68 percent energy increase. Associate Vice President Steve Bellona reported that Major's wall heating units had been running, which would have contributed to its energy readings.

The primary factor to energy usage, however, is residents' behaviors. During the same inspection, Physical Plant team members noticed open windows in the Major common room. Open windows allow artificial heat to escape and force the indoor thermometers to record falsely-low temperatures and keep the heat running. They also noticed more open windows in Milbank than in Babbitt, which was likely a significant factor in Milbank's 22 percent increase compared to Babbitt's seven percent decrease.

In its third semester, Do It in the Dark is still developing methods to fairly account for non-behavioral energy differences. HEAG would love to hear responses and suggestions for how we can clarify information and improve participation, and you can help by filling out the follow-up survey emailed earlier or emailing heag@hamilton.edu.

Finally, the incentives for energy-saving practices should not end with each dorm energy battle. Everyone's decisions to turn off their lights, do their laundry on the cold/cold ("bright colors") cycle, and take shorter or cooler showers have significant effects on Hamilton's carbon footprint and energy costs. In regards to heating, Physical Plant has an interest in students' opinions. Please contact them at 859-4500 if you have any problems.

Senior Thesis Previews: Psychology, Biology and Physics Students' Senior Research Plans

Studying Relational Aggression via Subconscious Thoughts

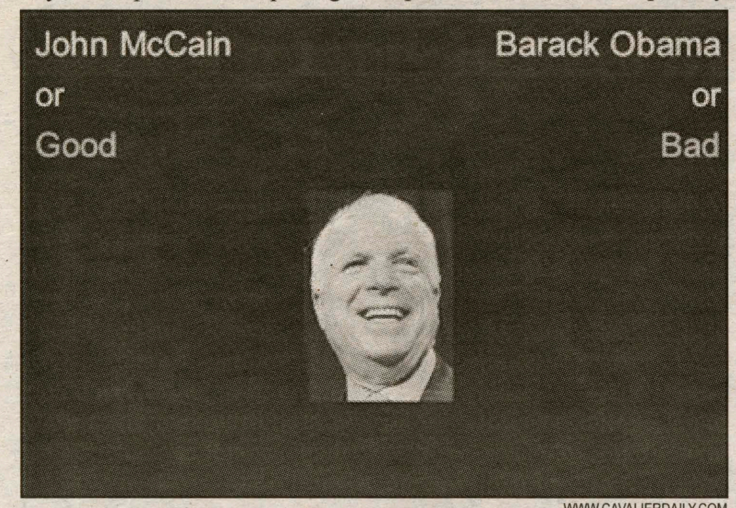
by Caroline Pierce '10
Psychology Major

For my psychology thesis, I am studying relational aggression through implicit measures. Relational aggression consists of acts that damage relationships or social status, such as spreading rumors.

All past research on relational aggression has studied the subject explicitly, meaning the experimenters directly asked participants if or how they use relational aggression. However, relational aggression is generally a negative act, which might make people not want to admit to using relational aggression. Also, acts of relational aggression are often unconscious, so people are not able to accurately answer if they use relational aggression.

To study relational aggression implicitly, I am using several Implicit Association Tests (IATs). The IAT is a computerized program that taps into unconscious thoughts and attitudes by measuring the time it takes participants to make associations between different stimuli. The basis is that people will make faster responses between stimuli that they more strongly associate together. For example, if a participant uses relational aggression, it is likely that they will respond faster to pairing a 'relational aggression' with 'positive' than pairing a 'relational aggression' with 'negative.'

Hopefully by studying relational aggression implicitly we will better understand how and why people use it and consequently find effective ways to diminish its usage.



WWW.CAVALIERDAILY.COM

In an IAT, participants are asked to classify pictures into two groups. Participants of the test above would hit one key for either a picture of John McCain or for a good word.

The Effectiveness of Biochar on Plant Growth

by Linnaea Chapman '10
Biology Major

I am doing my thesis on the effect of adding biochar, an all-natural charcoal, to agricultural soil. Previous studies have shown that biochar does not act as a fertilizer, but does make nutrients more available to plants, allowing them to grow bigger. It also helps retain nutrients in the soil, making biochar ideal for use in sustainable agriculture. Recently, scientists have been promoting biochar as a way to sequester carbon in the soil.

My experiment is set up in the community garden and involves mixing three different amounts of charcoal into the soil and analyzing its effect on the growth of a cover crop. I will also gather data on the microbial community and soil characteristics such as pH. I expect plant biomass to increase with greater amounts of biochar.

The goal of my study is to see if the addition of small amounts of biochar give significant results, help determine why biochar affects plant growth, and find out whether it is a viable option for use on small farms.

WWW.TREEHUGGER.COM

Linnaea Chapman '10 is studying the effectiveness of biochar (above) as a fertilizer in the community garden.

Working with an Autistic Child from Clinton Elementary School

by Jackie Marra '10
Psychology Major

Autism is a developmental disability characterized by repetitive behavior and qualitative deficits in communication and social interaction. The best treatment methods for children with autism fall under the domain of Applied Behavior Analysis (ABA), an intervention system that is based upon the principles of behaviorism, especially operant conditioning (i.e., reinforcement and, to a lesser degree, punishment).

My thesis involves a five-year-old boy with autism who attends Clinton Elementary School and who shows many deficits in social skills. In particular, he shows marked deficits in his ability to initiate and maintain eye contact with those around him. This deficit is particularly troublesome because eye contact is an essential component to successful social interaction. Additionally, he is fascinated by the objects around him (he will play with one tiny little piece of foam for hours), but makes no attempts to engage other people in these interests (either through gestures, eye contact or verbalization).

This particular deficit severely limits his capacity to foster social connectedness with those around him.

My hope is to design and implement an ABA intervention that will increase this boy's joint attention (that is, his ability to use eye contact and gestures to direct the attention of those around him to an object that he is interested in) by initially prompting him to point to an object, look at me, and then look back at the object. After some time, I will systematically fade my prompts until he will be able to initiate and maintain joint attention independently. Hopefully, this intervention will help the boy learn to make eye contact and to engage others in the activities that he finds interesting, thus providing essential prerequisites to successful social interactions.

Building an Electron Paramagnetic Resonance System

by Valerie Hanson '10
Physics Major

The goal of my senior thesis is to design and build a microprocessor controlled electron paramagnetic resonance (EPR) system. The system will be used to measure the polarization of 3He (a type of Helium atom) for use as a diagnostic tool in polarized neutron experiments. This measurement will provide us with a way to quickly verify that the polarizing system is functioning properly before running an actual experiment, and can be used as a tool to build better polarizing systems. This project is a continuation on the research I've done the past two summers both here at Hamilton and at Oak Ridge National Laboratory in Tennessee.

The project is a combination of physics research, programming and electrical engineering. The long term goal we have is to use the system for measuring and determining the source of X-factors found in cells. (X-factors cause unwanted relaxation, thus preventing polarizers from achieving 100 percent polarization of the 3He.)

Polarized neutron scattering experiments are important because they reveal information about the magnetic structure of a material. (The process is somewhat similar to how x-rays work.) One example of an application of polarized neutron research is in the materials science field, where this method is used to study the magnetic properties of new materials used in nanotechnology.

Precursors to Relational Aggression in Preschoolers

by Julia Howles '10
Psychology Major

Although the study of aggressive behavior has permeated much of psychological research regarding children, it has largely been focused on physical aggression. Recently, however, a new form, called relational aggression, has been discovered, which involves actions that harm others through damage to peer relationships. Examples of this behavior include social exclusion (i.e. ignoring a child in retaliation for some act), the "silent treatment," spreading rumors and breaking confidences.

Because relational aggression requires a more developed cognitive maturity, young children (before preschool age) are more likely to use alternate forms of aggression (physical or verbal). It is with the development of certain cognitive abilities that children begin to use forms of relational aggression.

In my senior thesis, I wish to investigate several developmental achievements among preschool-aged children (3-5 years) as possible precursors of the capacity for and use of relational aggression.

These developmental achievements include both the recognition of self-conscious emotions in others (such as shame, guilt, embarrassment and pride) and the capacity for deceptive behavior (such as purposefully deceiving others). I will also be measuring the children's capacity for and level of expressive language.

I hypothesize that a child's acquisition of these developments will be related to his or her use of relational aggression - that is to assume that these developments indicate an increased cognitive maturity necessary for the use of relational aggression.

Relationally aggressive children have been found to be at risk for future social adjustment and behavioral problems. Findings such as these indicate the significance of the topic – if we can pinpoint the precursors of relational aggression at such young ages, perhaps we can intervene before it becomes an issue. Researchers have identified a prevalent and harmful form of aggression; it is only natural that an investigation of its origins should follow.

WWW.THECOH.ORG

Julia Howles '10 is looking for signs that may indicate later relational aggression in young children.

How Effective Are Public Service Announcements?

by Meghan Shine '10
Psychology Major

For my senior thesis I will be looking into the cognitive components that underlie fear-arousing persuasion. I will examine the effectiveness of Public Service Announcements (PSAs) that try to encourage healthy behaviors by threatening viewers with the potentially averse outcomes of their actions (e.g. smoking or drunk driving).

Historically speaking, research has emphasized the role of rational, analytic thought in effective persuasion. However, affect (emotional response) plays a major role in these fear-arousing PSAs and in the general body of advertisements we see in the media today. Therefore, I will focus on highlighting the large the role of affect in encouraging or inhibiting persuasion.

Storm Chasers Discuss Searching for Tornados

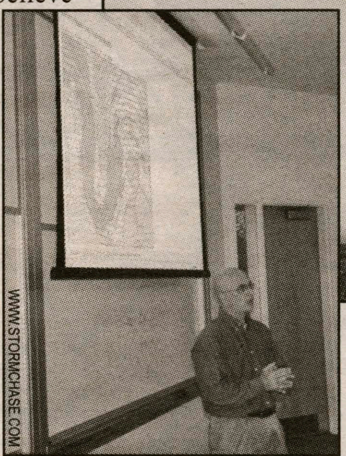
by William McIvor '12
Science & Technology Writer
& Julia Litzky '12
Science & Technology Editor

Many of you may have seen Discovery Channel's hit show *Storm Chasers*, which follows professional storm chasers around the Midwest as they seek out tornadoes. Storm Chasing is a field that has been gaining increased interest. Last Thursday, a storm chaser spoke at Hamilton about his work as part of the Emerson Literary Society's "Tell Me What You Know" lecture series. Brian Barnes began his talk by explaining how his interest in tornados was sparked. His first personal experience with a tornado was when he was caught near one driving to his high school prom. This interest led to jobs working as a weather forecaster for the Air Force and a storm chaser for various news stations. Eventually, he founded Storm Tours, and takes groups storm chasing. His talk included an explanation of the meteorology he uses and how to interpret meteorological data to look for and predict tornadoes, along with stories about tornado chases and his experiences with storms.

WWW.NGDC.NOAA.GOV

Barnes dispelled some common rumors about tornados. First, neither mountain nor water will prevent a tornado. Tornados occur all over the country, in all states (including Hawaii and Alaska), and can even touch down in cities. Secondly, tornados could not pick you up like Dorothy's house in the Wizard of Oz. The winds in the funnel mainly move sideways rather than upwards, but these strong winds can still get objects airborne with their strong force.

Additionally, opening your windows will not help in the case of a tornado. Many believe that the low pressure created outside during a tornado will cause too much of a pressure difference between the outside and inside of a house, and so they open their windows. However, this is a myth, and many injuries have been caused by broken glass from windows when homeowners tried to open them. Plus, with the windows open, wind damage can occur inside the house. The best thing to do when in danger from a tornado is to get to a storm cellar or other safe location and wait it out.



WWW.STORMCHASE.COM

BOISEGOODNEWS.FILES.WORDPRESS.COM

Storm chaser Brian Barnes (left) spoke on his experiences chasing tornadoes and the meteorological phenomena that create tornadoes.

Tornados require a combination of factors to occur, including warm moist air and windy conditions. Windshifts before thunderstorms can create a horizontal rotating effect in the air currents, which is then tilted vertically by updrafts within the thunderstorm. Most tornadoes form within this area of rotation. Tornadoes are most common in an area known as "Tornado Alley," a loosely defined area in the midwest which includes northern Texas, Oklahoma, Kansas, Nebraska, Missouri and Iowa. Strong storm systems form in this area at the boundary between warm, moist air from the east and hot dry air from the west, producing ideal conditions for tornados.

Barnes's company, Storm Tours, provides patrons with an opportunity to experience storm chasing first hand in Tornado Alley. His tours consist of driving around the areas of Texas, Kansas, Oklahoma and other tornado-prone areas in a van equipped with storm monitoring technology. With his expertise in meteorology, he uses weather patterns to predict the most likely location to find a tornado, and takes the tour group to this location. To see pictures and videos of many of the tornados he has encountered, visit his website at stormchase.com.

Students Discuss Issues Facing Our Generation

*from **International**, page 15*

impact the future generations as well," said Dr. Eylers during his opening remarks. "That is why the decisions we make today are critically important to all of you and all future generations, who will inherit the consequences of these decisions."

Jason Bade is a Stanford student who formed the Green Youth Alliance, an organization that connects environmentally-inclined high school students from around the world with an ideas-exchange and support network. "The stone age didn't end because we ran out of stones," said Jason. "Now we are at fossil fuel age, so think about that." We emit a large amount of CO_2 from the use of fossil fuel, so the way to solve this problem is to find a greener, better and more efficient energy, such as solar energy.

"Mahatma Gandhi once said that when making a decision, contemplate the poorest, most destitute person you have ever seen in your life and ask, will this decision I am about to make change this person's life for the better? If it doesn't, you don't do it," said Michel Cox, the Special Assistant to the Chairman of the Calvert Foundation, who is working to increase equity investment in social enterprises. "If the U.S. Congress and world leaders in Copenhagen will follow this advice, we'd have much different climate legislation and a much different global treaty."

Margaret Koli is from Kenya and is currently working as a youth ambassador for the United Nations Environment Program where she advises the UNEP on how to better engage youth in environmental activities. "My little thing to tackle climate change is to plant trees, which is such a simple activity," said Koli during her closing remarks. "It could also be switching off the light, or separating your garbage for recycling. So for you, what is your little thing to tackle climate change?"

"The earth does not have a problem. We have a problem," said Rangel Arthur de Almeida Mohedano, who is Coordinator of the Youth and Environment Program in the General Coordination on Environmental Education at the Brazil Ministry of Education. "We have to create solutions internally. I hope that in our generation, young people can realize that."

Bhuwan K. C. is a development studies graduate from Kathmandu University. He has represented Nepal in various international forums and networks including the Association of Youth Organizations Nepal (AYON), where he serves as an executive member. "We all know that human beings can create a lot of things, such as money, Disneyland and light bulbs, but I definitely don't think we can create a new world," said Bhuwan K. C. "So it's the time to protect our world. We don't want to be the stupid people who destroy it."

PHOTO COURTESY OF YINGHAN DING '12

Ding '12 (on the right) was one of only eight members of the Governors' Global Climate Summit's only youth panel.

Finally, I want to introduce myself a little bit. I am a British Council Climate Champion for China, where I participated in the Climate Cool project. This involved taking an experimental study course on climate change in my high school. I have formed a small group called the SEED (Solar Energy Efficiency Declaration) and have worked extensively to expand public awareness of climate change in China. To do this, I have shared my experiences with the British Council Climate champion program with the community, campus and the media.

I also participated in the "Green Journey," organized by British Council China in July, 2008, during which I worked together with other national champions to spread messages of climate change in several major cities in China. I participated in the "Green Your School Competition," where I convened a group to collect public feedback about the use of solar energy.

I have also worked to increase public awareness through an environmental blog and working with fellow classmates to encourage the use of cloth bags by holding a cloth bag design competition, then passing them out at a nearby subway station. "First, they ignore you. Then, they laugh at you. After that, they fight you. In the end, you win." This was the closing remark I made at the end of the panel. "If you keep on trying, you will succeed in the end. Don't let others steal your dream. Follow your own course, and let people talk!"

The famous American novelist Pearl S. Buck once said, "The young do not know enough to be prudent, and therefore they attempt the impossible – and achieve it, generation after generation." With all the little things each of us do each day to tackle climate change, we can make a difference. So, what is your little thing to tackle climate change today?

WWW.HUFFINGTONPOST.COM

California Governor Arnold Schwarzenegger (center) also attended the conference.

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Disney's A CHRISTMAS CAROL
IN DIGITAL 3D & DOLBY DIGITAL PG
STADIUM SEATING
●12:05●2:15-4:30-6:45▲9:00

THE MEN WHO STARE AT GOATS
●1:10●3:20-5:30-7:40▲9:50
GEORGE CLOONEY DTS
STADIUM SEATING R

THE BOX
CAMERON DIAZ
●2:00-4:40-7:10▲9:35 DTS PG-13

THE FOURTH KIND
●1:00●3:10-5:20-7:30▲9:40 DTS PG-13

PARANORMAL ACTIVITY
●1:20●3:30-5:40-7:50▲10:00 R

MICHAEL JACKSON'S THIS IS IT
#1 MOVIE!
●1:50-4:10-7:00▲9:25 PG

WHERE THE WILD THINGS ARE
●12:00●2:10-4:20-6:30 PG

SAW VI ▲8:40 R

COUPLES RETREAT ●2:40-5:00-7:20▲9:45 PG-13

ASTRO BOY ●12:30 PG

LAW ABIDING CITIZEN ●12:50●3:05-5:15-7:35▲9:55 R

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Kelly Whipple '10 Commands Attention on Court

by Cooper Creagan '13
Sports Writer

Hamilton squash is no joke. And at the head of this year's team is captain Kelly Whipple '10. Recruited to Hamilton for her abilities in the sport, Whipple is entering her fourth year playing squash for the College and has already earned All-Liberty League and All-NESCAC honors.

This impressive resume is due in large part to Whipple's hard work and dedication over a lengthy career – her father introduced the sport to her in middle school, and she has been playing ever since. Indeed, squash seems to run in the family. Whipple is the third daughter to play collegiate squash, both of her sisters having played at Williams.

However, this remarkable athlete gives credit for her success not only to her family, but also to her Hamilton family – her teammates and Coach Jamie King, affectionately named "Kinger" by his athletes. King has created a notable record as a player as well, at one time ranking third in the nation at Williams College. Thus, it is only natural that he still plays with the athletes on the team, implementing a coaching style that is both "proactive and interactive," according to Whipple, the "ideal coach," and considers his warm and open attitude toward the athletes a very important factor to her success and that of the team as a whole.

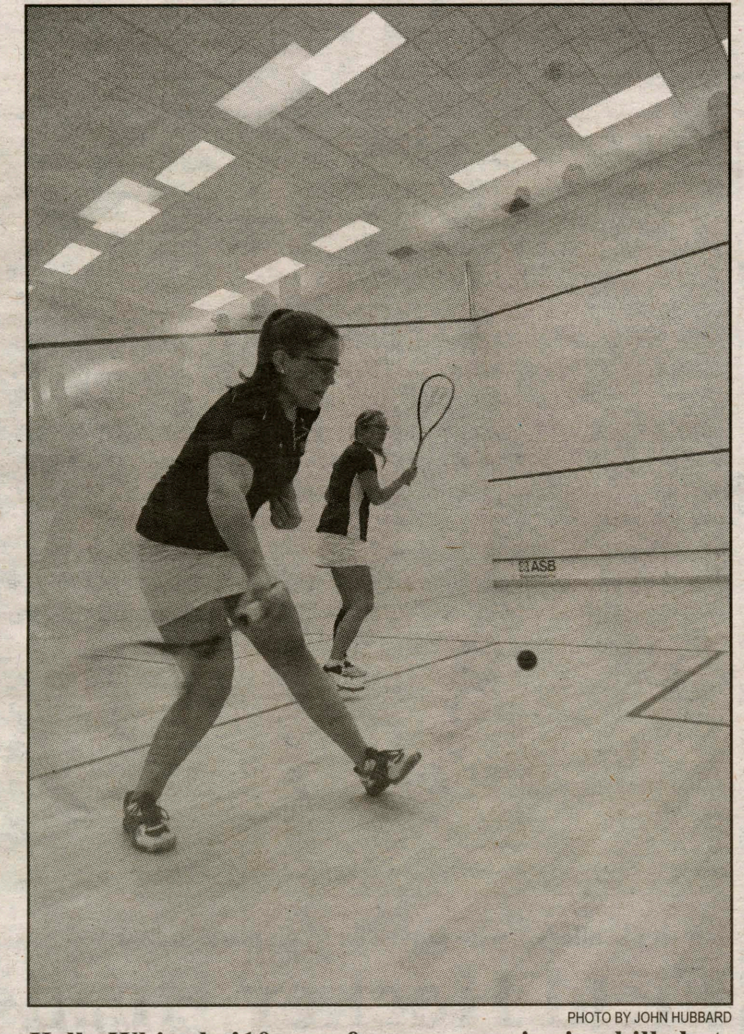

PHOTO BY JOHN HUBBARD

Kelly Whipple '10 goes for a game-winning kill shot.

Indeed, it is the team that is truly important to Whipple, and she believes that this year's squad will be the best Hamilton has ever seen. The team has a tremendous base from which to work, with four strong first-year players suiting up in addition to the experienced upperclassmen, a group which includes several veteran seniors. These seniors who have been playing since their freshman year. Though Whipple believes it would be "definitely nice" to repeat the accolades earned earlier in her college career, her goal this year as captain is to help her team do the best that they possibly can.

The achievement of the group is "obviously the most important thing," she said.

Though Whipple is alone facing an opponent each match, squash is a team sport. Hers is one of nine matches that are played during a competition; the team that wins five or more matches is the winner. Thus, Whipple sees her own improvement as a means to improve the team's performance as a whole.

Her commitment to her team is extraordinarily valuable, especially considering that there is no such thing as DIII or even DII squash – when the squad makes the trek to the Howe Cup at the end of February, the athletes will be in the midst of the best teams in the nation. Whipple's desire to help her teammates do their best will be far more important than any amount of talent when they face such goliaths as Dartmouth and Cornell.

In the more immediate future, however, Whipple and the team will be traveling to Harvard later in November to face Bowdoin, always a tough opponent, and Northeastern.

Whipple emphasizes the importance of focus once competition starts. "You have to focus on you, the opponent and the ball. No one else." It is with the help of her team that she can "get in the moment" and be ready to perform when it counts – not an easy task when you are enclosed in a squash court with an opponent you may have faced before. "It's a small sport," Whipple says, mentioning as an example a Colby athlete she plays two or three times a season every year. The one-on-one component of squash adds a mental element many athletes never experience in their sport, though Whipple seems to have mastered it.

While May still seems far away to Whipple, a communications major, she is looking to do something she loves after graduation; she will probably head to New York City for its proximity to her home and for the countless opportunities available, both in the job market and to play squash. "It's easy to play after college," Whipple asserted, indicating that her love of the sport will not stop after she leaves Hamilton. She is sure to find success in whatever she chooses to do, should she maintain the selflessness and care for others that she embodies as captain of the Hamilton squash team.

Crew Teams Perform Admirably Against DI Foes

*from **Crew**, page 20*

'13 at stroke and Michael Kahn '13 in the bow seat.

Earlier in the month, the two teams competed in the Head of the Charles Regatta in Boston. The men's collegiate four team finished thirty-fourth after being penalized a minute for an interference penalty, while in the lightweight fours race Hamilton finished in thirteenth place.

The women took twentieth place in the collegiate eights race, finishing ahead of Colby, Middlebury, Trinity, Tufts and Wesleyan. The collegiate fours finished in twenty-fifth place while rival Trinity College took first place in that race. The club fours race saw a fourty-third place for the Continentals.

Hamilton hosted the Bridge-to-Bridge Head Race on the Erie Canal at the beginning of October. The women's "A" boat finished in third place in their race while the "B" boat finished fourth in their race.

The men finished their 6.6 km race in first place and setting an impressive distance between them and second place St. Lawrence "A." The men's varsity four finished in second place in their race, as well.

While the fall crew season is now over, expect the teams to be out in full strength for the spring season. The spring season features the New York State Championships for both the men's and women's teams and both teams will be intensely focused on having a strong showing at that event.

Ericsson concluded, "Looking back at the fall, this is the strongest season I've been a part of."

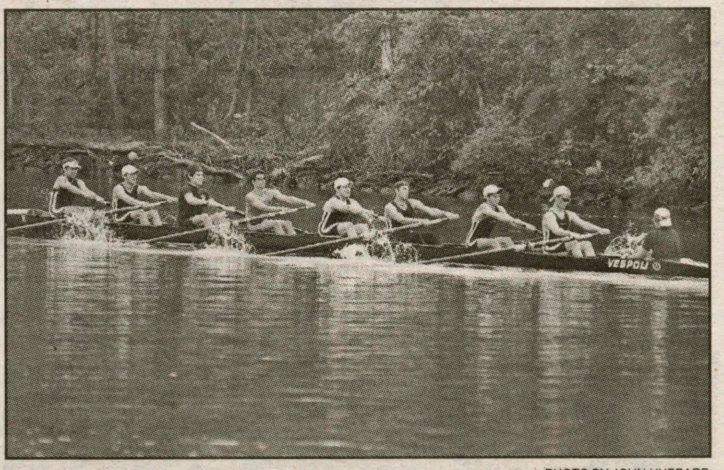

PHOTO BY JOHN HUBBARD

The Men's Crew Team gets in sync at the Schuylkill Regatta.

Unrewarded Effort

*from **Soccer**, page 20*

Hamilton midfielder Jon Sanford '11 won the game in the second overtime, scoring on a header off a corner kick from defender Bennett Weinerman '11, giving Hamilton its ninth win of the season.

In Hamilton's regular season finale last Saturday, the Continentals took on Hobart in their third straight road game. Adding onto the significance of the game was the fact that the winner would get the number two seed of the Liberty League tournament and earn a home game in the first round of the playoffs. It was evenly played for the entire game, but Hobart was able to come out on top at the end, edging Hamilton 2-1.

After a Hobart score in the twenty-seventh minute, Sanford tied it up in the beginning of the second half, with his eighth goal of the season. The score remained tied at one until Hobart's Michael Moulton scored a breakaway goal with less than 10 minutes remaining, handing Hamilton its first loss in over a month.

Regardless of their losses at the end of the season, the team has had a fantastic year, and they hope to build upon their success in the post-season.

Defensive Dominance Gets W

*from **Field Hockey**, page 20*

board and now trails first place by only one assist in her quest to become one of Hamilton's most productive players ever to put on the field hockey uniform. With her 11 goals this year, she moved into a tie for the third most ever by a Continental for a season and it looks like she will step it up even further in the future.

With efforts from Callaghan and the offense this season, the defense has been able to stay fresh against its opponents near the end of the game. The team's recent defensive play makes it easy to see why the Continentals have done so well at the end of the season. Allowing only five shots on net during the last two games was a remarkable accomplishment. This has enabled goalkeeper Courtney DeMaria '10 to earn recognition around the Liberty League for her efforts in keeping everything away from the goal. She was recognized as the Defensive Performer of the Week prior to last week's match against Nazareth for her efforts during the two key road wins against conference foes.

With their 6-1 conference record, the team clinched a three-way tie for first place in the Liberty League, qualifying them for postseason play for the second consecutive season. As the second seed, they hosted and defeated third-seeded St. Lawrence University, who was ranked No. 16 nationally.

The team has achieved three impressive feats through its successful season: playing a home post-season game for the first time in 20 years; breaking the team record for wins; and for the first time in the history of the program, sharing the Liberty League regular-season title.

It will be a historic road game against number one seed Skidmore in the finals. They hope to take away their first Liberty League Title. The team will try to get revenge for their previous loss this Saturday at 1 p.m.

A Hamilton College Student Publication, Clinton, NY Volume L Number 9

SPECTATOR SPORTS

November 5, 2009

Missed Opportunity

Soccer nearly pulls off historic upset

by David Biel '13
Sports Writer

Despite their successful regular season, the Continentals were edged out in the semifinals of the Liberty League tournament by Hobart. This was their second consecutive loss to the school, and in both games they got edged out by one goal. This time they were shutout 1-0 in a heartbreaking effort in which both defenses played well. After a flawless first half, the tie was broken in the fifty-fourth minute.

Entering the game at Union College two weeks ago, the Hamilton men's soccer team knew they were on the right road at the right time. After an inconsistent September, the Continentals had won their last five games and were in a comfortable position to return to the four-team Liberty League playoffs after missing it last year for the first time in more than five years. But with three road games remaining in the regular season, including two against potential playoff teams, the Continentals knew better than to look past those games.

Hamilton continued their winning ways with their last three regular season games, going 2-1 in that span and earning a spot in the playoffs. The team finished the regular season with a record of 9-4-1, its tenth straight season with a winning record.

Coming into the Union game, the Continentals knew they would face a tough matchup, as the Dutchmen were also vying for the playoffs. It wasn't exactly pretty, with rainy conditions throughout and little offense from both teams, but Hamilton was able to squeak out a 1-0 win on the road.

The only goal of the game came in the fourty-first minute of play, when defender Marcus Dormanen '10 scored a second chance goal. Despite only facing two shots the entire game, goalie Eric Boole '13 continued his stellar first season, posting his fifth shutout of the year.

Hamilton had no time to rest after the win, as they had to travel to Saratoga Springs, N.Y. to face Skidmore the next day. Skidmore entered the game with a record of 6-7, looking to pick up an upset win and reach .500 on the season. In the end, Skidmore gave Hamilton all they could take, but the Continentals pulled out a 2-1 win after two overtimes.

Hamilton struggled early on, when Skidmore scored on Boole in the twenty-sixth minute. In the middle of the second half, the Continentals finally answered back when midfielder Hennie Bosman '13 knocked in a goal to tie the game.

Bosman had an especially solid game throughout, getting three of Hamilton's six total shots on goal. After almost 40 more minutes of excellent defensive play from both teams,

*see **Men's Soccer**, page 19*

PHOTO BY JOHN HUBBARD

Frank Campagnano '12 and Jesse Arroyave '10 during a game.

PHOTO BY JOHN HUBBARD

Sarah Flisnik '12, who played in 15 games as a first-year last season, shoots during a game.

Field Hockey Heads to Finals

Shuts down St. Lawerence offense for 1-0 semifinal win

by David Meisel '13
Sports Writer

Following a stellar 2008 campaign, the women's field hockey team has continued to excel. After posting an 8-7 record and their first-ever appearance in the four-team Liberty League Championship tournament last year, finished the 2009 regular season with an 11-3 record. They also held a 6-1 record in conference play following the conclusion of the Liberty League's regular season. The team had won five straight contests, outscoring their opponents 15-4 in the process.

The sixth straight win was the most important of the season because it advanced the team past the first round of the playoffs. The defense continued their success in the 1-0 win against St. Lawerence. Following an earlier 4-2 home victory last month against the same opponent, the Continentals bested their effort with this semifinal victory.

They hope to cap off their best season in team history with a rematch against Skidmore College in the Liberty League finals. Despite losing previously to Skidmore 1-4 on the road, the team has not lost since, and has gained a great amount of confidence along the way.

With a raucous crowd on hand to give the Continentals the largest attendance this season, Hamilton went on a tear last week to finish out the season with a bang. Against Nazareth College and Morrisville State College, the team outshot their opponents and commanded the games from the start. On October 29, Catie Torcivia '12 came off the bench to score twice in the 2-0 shutout against Nazareth. She followed up her offensive outburst with another goal in the 7-1 blowout victory over Morrisville State two days later. The Morrisville State game represented the most points the team had scored in a game all season and Colleen Callaghan '11 and Mary Lancaster '12 aided Torcivia in attacking the zone with an efficient attack.

Callaghan came on strong at the end of the season and her output on the field has been pivotal for the team because she has established the tone for the offensive unit. She has moved up on the career assist leader

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Hamilton Crew Rocks the Boat

by Dylan Wulderk '13
Sports Writer

Hamilton's crew teams finished their fall seasons last week in Philadelphia at one of America's most historic rowing sites—the Schuylkill River. The men's varsity eight finished in seventeenth place at the Head of the Schuylkill Regatta held on October 24, while the women's team finished twelfth in their race.

Lily Ericsson '10 explained the team's effort saying, "We thought it was a strong race. We were competing against mainly Division I teams. The competition was really tough, and based on the opponents we faced, we almost surprised ourselves with how strong of a row we had."

The women's championship eight finished the 2.5 mile course in 15:52.24 with Sophie Breene '12 at coxswain, Ericsson at stroke and Holly Bailey '12 in the bow seat.

The novice eights took seventh out of twenty nine teams and featured Kelly Burke '13 as coxswain, Rachel Johnson '13 at stroke and Ally Fried '13 in the bow seat.

Anisha Bhanot '13 was coxswain for the fours along with Izzy Cannell '11 at stroke, Spencer Gulbronson '12 in the bow seat, Alice Dannenburg '11 in the three seat and Catherine Prescott '12 in the two seat. The fours finished twelfth of 23 teams with a time of 19:41.9633.

The men's team also had a strong showing finishing seventeenth in the club eights with a time of 14:33.06, a minute behind the winners. They also took part in a 2.5 mile course.

The varsity eight boat consisted of Ricky Bottini '10 at coxswain, Gibson Hoyt '12 at stroke and Tim Belden '10 in the bow seat.

In the novice four race, the boat was composed of Noah Ford '13 at coxswain, Jake Lucas

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